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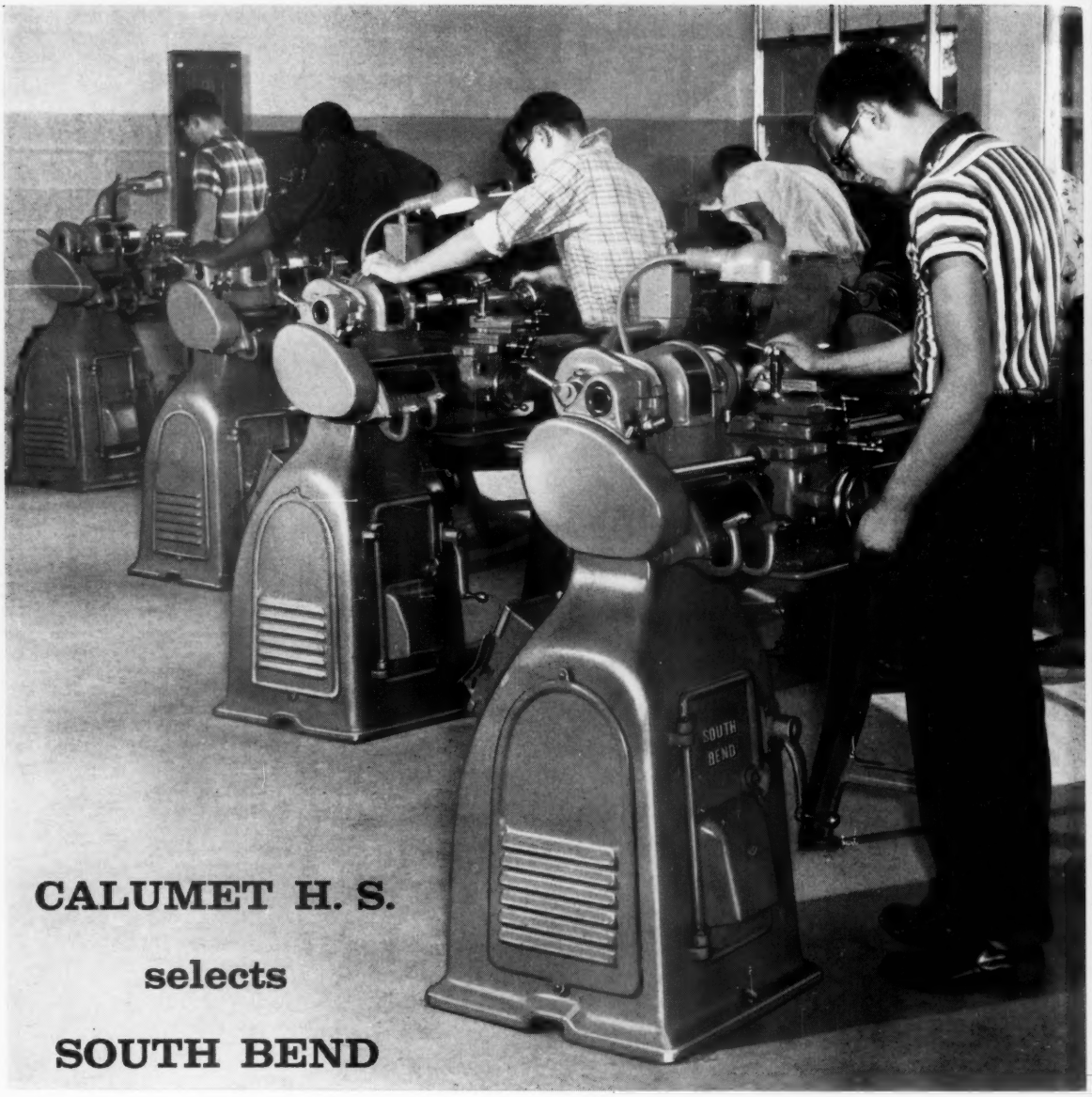

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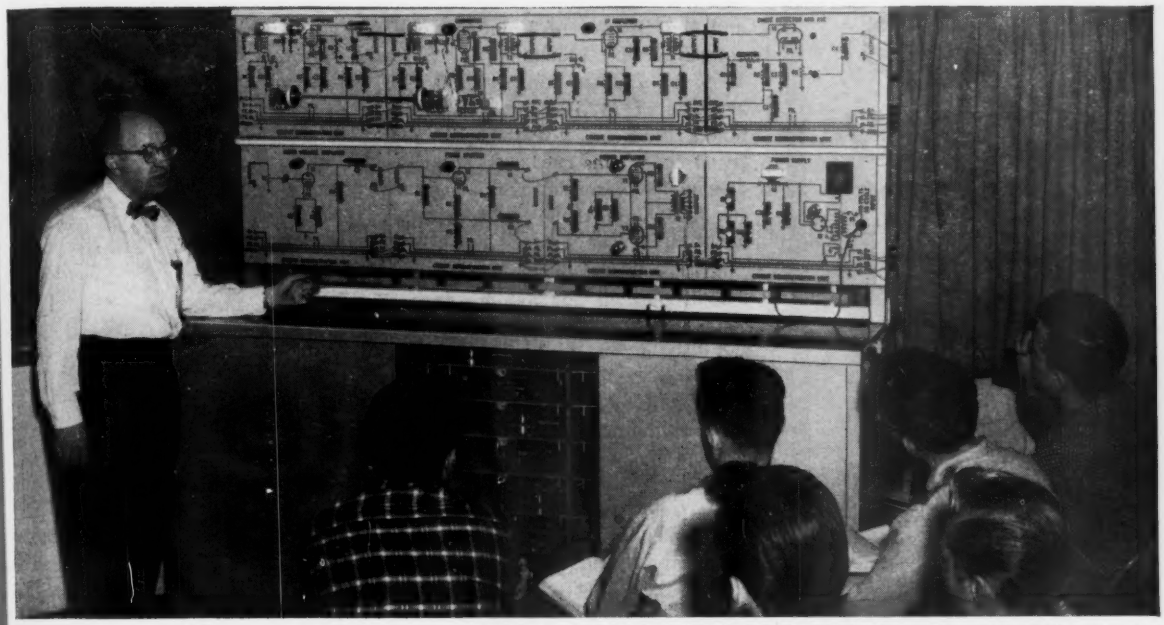

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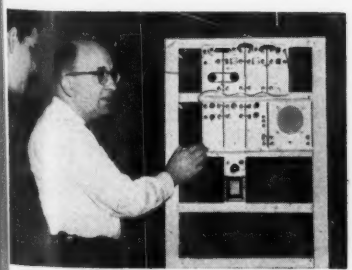

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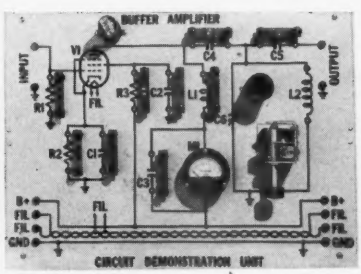

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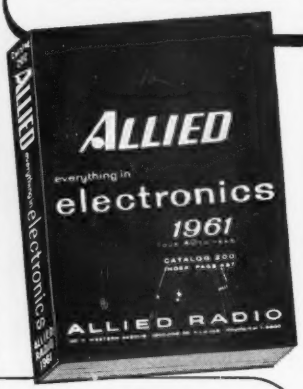

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HERE AND THERE

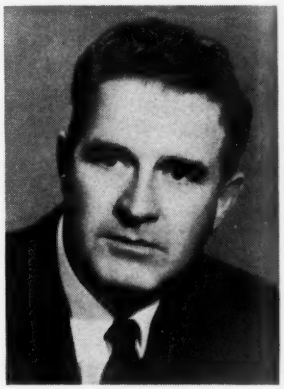
There was a shortage of 142,100 public elementary and secondary school classrooms in the nation as of the fall of 1960, according to a compilation by the Office of Education based on reports from the 50 States and the District of Columbia. This compared with 135,200 in the fall of 1959, or a difference of 6,900. The shortage of 142,100 reported for the fall of 1960 consisted of 66,100 additional classrooms needed to accommodate pupils in excess of normal capacity and 76,000 to replace unsatisfactory facilities.

●

Reflecting on our nation's tremendous boom in stimulating marketing and distribution, the National Association of Distributive Education Teachers (NADET) made history by conducting the first district conference for teachers on February 3 and 4 in Kansas City. Thirty-five representatives from Colorado, Kansas, Nebraska, Oklahoma, and Missouri met to discuss methods and subject matter current in their every-changing field of distribution. NADET is making plans for similar conferences throughout the year for state groups of DE teachers. Purposes of the meetings are to update teaching ideas affecting DE and to promote interest in the newly organized association.

Dr. Sterling M. McMurrin is th newly appointed Commissioner of E ucation. He replaces Lawrence De thick who recently accepted the po of Assistant Executive Secretary Service of the NEA.

A "firm believer in Federal aid f education," Dr. McMurrin will take leave of absence from the Universit of Utah where he has been a profess of philosophy and academic vice pre



ident. He received his bachelor's a master's degree from Utah and h doctorate from University of Southe California.

Described as "a quiet scholar" M Murrin is the author of many boo and articles on philosophy and re gion. He has traveled widely in E rope, the Mideast, Far East and Russi

NEW AREA VOCATIONAL-TECHNICAL SCHOOL—AUGUSTA, GEORG

The new Area Vocational-Technical School under construction at Augusta, Georgia, is part Georgia's rapidly expanding Area School Program. There are currently six such schools u construction in the state. Centers have been approved and funds made available for construction of twenty-one additional Area Vocational-Technical Schools at a cost of approxim $21,000,000.00. These schools will offer a variety of courses in Trade and Industrial, Techn and Business Education.

M. D. MOBLEY,
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Latest Word from Washington

This issue carries a feature on vocational agriculture. We hope all AVA members, regardless of field of service, will read this story. Articles depicting each of the several phases of vocational and practical arts education will, from time to time, appear in the JOURNAL. These stories should acquaint all AVA members with the important role each phase of vocational and practical arts education plays in our nation's program of practical education.

THE KENNEDY ADMINISTRATION-- as we go to press--has been in office three weeks. During this time the President has sent several messages to Congress with urgency written all over them. He is continuing the same drive and determination that characterized his campaign for the Presidency. There is no indication that his pace will slacken.

Immediately, after the election results were known, he told the press that although the election was close, his responsibilities were clear. He determined to fight vigorously to obtain Congressional approval for the programs he promised the people while campaigning.

He has shown that he is not afraid to risk his prestige on a close Congressional vote. This was demonstrated when he won a 'squeaker' by a vote of 217 to 212 on the resolution to increase the members of the Rules Committee. Had he lost it could have seriously jeopardized his prestige at the very beginning of his administration.

The vote may be close on several Kennedy sponsored proposals--and he may lose on some--but there is no evidence that he will not vigorously press for action and use every recourse at his command--and there are many--to obtain Congressional approval on the major items in his program.

The President, in all likelihood, will carry his fight to the people through the use of the radio and television--including his "live" televised press conferences.

Not since the early days of the Roosevelt administration--in the early 30's --has there been such drive and urgency by a President of the United States as that demonstrated by President Kennedy during his first three weeks in office.

EDUCATION LEGISLATION will be promoted and supported by the Kennedy administration with this same determined drive. Before this issue of the JOURNAL reaches our members, the President will have sent his message on Education to Congress. If speculation on his message proves true, it will call for federal aid for education for both school construction and salaries of teachers. This message, in all likelihood, will not involve to any extent--if at all--vocational education. His program for this phase of education will come later.

We have every reason to believe that he will vigorously support pledges included in his letter to me that was carried in the October, 1960 issue of the AMERICAN VOCATIONAL JOURNAL.

THE AVA PROGRAM DEVELOPMENT COMMITTEE, comprising 15 outstanding vocational leaders representing every phase of vocational and practical arts education

and virtually every part of the nation, met in Washington from February 4 to 11. Legislative goals and procedures were discussed and planned. It was agreed the outlook is bright. The entire committee spent an hour with the Secretary of Health, Education and Welfare, The Honorable Abraham Ribicoff, and the Assistant Secretary, The Honorable Wilbur Cohen. The group was greatly pleased and encouraged with the attitude of Secretary Ribicoff and Mr. Cohen toward vocational education. They promised vigorous support for the pending measure (S.279) to extend and amend the practical nurse act which expires June 30, 1961. A little later Secretary Ribicoff will recommend legislation to amend and extend the Defense Education Act of 1958, including Title VIII, which authorizes federal funds for area education vocational programs.

The Secretary is now giving serious consideration to the establishment of a Task Force on Vocational Education that will be charged with the responsibility of recommending a legislative program needed to encourage the development of an adequate program of vocational education for the nation. Secretary Ribicoff is definitely interested in seeing the vocational education program expanded in keeping with national needs and improved wherever improvements are needed.

THE PRESIDENT'S MESSAGE TO CONGRESS dealing with his "PROGRAM TO RESTORE MOMENTUM TO THE AMERICAN ECONOMY" carried, under the heading "Investment in Human Resources", the following statement:

> "Another fundamental ingredient of a program to accelerate long run economic growth is vigorous improvement in the quality of the Nation's human resources. Modern machines and advanced technology are not enough, unless they are used by a labor force that is educated, skilled, and in good health. This is one important reason why, in legislative programs, which I will submit in the days to come, I will emphasize so strongly programs to raise the productivity of our growing population, by strengthening education, health, research, and training activities."

It is a well recognized fact that vocational education is a very important and essential tool for increasing the skill and production of American workers.

In light of President Kennedy's campaign pledges for vocational education, his economy message, the planks in the National Democratic Platform and the great interest of Secretary Ribicoff in vocational education, I am of the opinion that we have every right to believe that a new day for vocational education is dawning.

AS WE TAKE STEPS TO MOVE AHEAD in all fields of vocational and practical arts education, we should carefully take stock of our present programs to make sure that we are receiving full value for every dollar being spent. If not, swift, vigorous steps should be taken to correct whatever is wrong. Manpower -- skilled and productive -- is vital to our nation's security and economic well-being. There is positively no excuse for wasting funds on inefficient, ineffective, no-good programs of vocational education. If you have any such programs under your jurisdiction, now is the time to clear them up and clean them out. As we plan to move ahead, let's be dead sure our road is not blocked by programs that are serving no useful purpose. If there are dead limbs on any of your program "trees", prune them out before the disease spreads and kills the whole "tree".

The future of any program -- and vocational education is no exception -- depends in large measure on its quality, the integrity of those engaged in it and their desire to do a good job.

M. D. Mobley
Executive Secretary and
Editor-in-Chief

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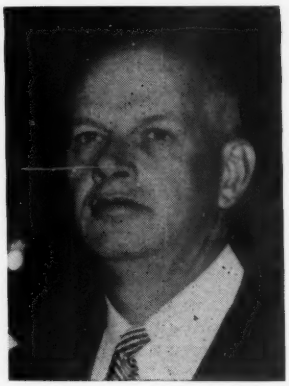
Richard Edward Bass, Director of Vocational Education for Virginia, President of the American Vocational Association in 1958, and one of America's great leaders in the field of Vocational Education, died Sunday afternoon, Febrhary 19, after an illness of several months. He is survived by his



wife, Elinor, and son, Richard, who reside at 2303 Stratford Road, Richmond 25, Virginia.

Mr. Bass served with distinction as President of the AVA and prior to that as Vice President representing Agriculture. He had many friends and admirers throughout the nation.

●

The Industrial Education Department at Southern Illinois University, Carbondale, Illinois is offering as part of their summer program, June 19 through August 11, a series of short courses in which outstanding industrial and education specialists will conduct discussions on the latest developments and trends in the industrial education and technical fields. Students may register for one or more of the two-week intensive courses offered at four different times during the summer session. Specific topics will include The Area Technical School of the Future, Comparative Industrial Education with Special Emphasis on the Russian System of Industrial and Technical Education, Professional Writing for Publication, and Industrial Arts in the 1970's.

●

John Fecher, an AVA life member for over 30 years, died on December 23. Mr. Fecher was with the New Jersey Department of Education, Vocational Division. He retired in 1954 after having served as Supervisor of Foremen Training for 27 years.

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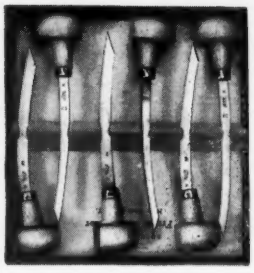

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The Future of Vocational and Technical Education

WILLIAM P. McLURE

Reprinted from
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The National Association of Secondary-School Principals
February, 1961

BY DEFINITION I am restricting the word "vocational" to formal instruction at the high-school level which concentrates on the development of knowledge, skills, and attitudes of the student for pursuit in a particular occupation or group of related occupations. I do not want to engage in a semantic quarrel about precise lines to be drawn between the vocational and the non-vocational work.

I cannot discuss what I have in mind within the present terminology of vocational work. Such titles as business English, commercial typing, shop mathematics, or even the subjects approved for special state or Federal reimbursement do not provide an adequate basis for this communication.

I should like to state a general definition of vocational education in the high school as the beginning of specialization in the eleventh and twelfth grades of study in particular occupations or in related groups of occupations. In my opinion, there is very little, if any, work below the eleventh grade which should be specialized and oriented toward preparation of the student for a particular occupational pursuit. Whatever choices in subjects and modifications in instruction are made below this level, the nature of the work should be designed more to contribute to the general development of the individual in basic fields of knowledge than to occupational specialization with the commitment that accompanies occupational choice.

The term technical education is restricted to occupational instruction at the post-high-school level. Two years of full-time study beyond high school are required for completion of most technical curricula. From four to six years are required to complete most of these curricula on a part-time basis. It may be that the length of preparation for some of these curricula will be extended in the future to three or even four years.

These two levels of education are closely related, and whatever is done or not done at one level affects the other. There are some forces which are changing the purpose of this entire range of education. A few of these are mentioned for their implications before comments are made on each level.

We cannot plan, and plan we must, the future developments in vocational and technical education without correctly assessing the social and economic trends. We must understand the nature of increased technology, the implications of gerater mechanization and automation. Likewise, we must understand the implications of expanding economic activity, increasing output per worker, increasing population, and the changing composition in the pattern of employment.

For example, we are now in the midst of a mild revolution in the composition of the labor force. The professional and technical fields will need a 50 per cent increase in

Please turn page

William P. McLure is Director of the Bureau of Educational Research and Professor of Education, University of Illinois, College of Education, Urbana, Illinois. This paper was presented at the Conference of the Illinois High School Principal's Association, October 4, 1960. For a comprehensive treatment of this subject see William P. McLure and others, *Vocational and Technical Education in Illinois*, Bureau of Educational Research, University of Illinois, for the Office of Superintendent of Public Instruction, Springfield, Ill., 1960.

personnel within the next ten years. Substantial increases of educated workers will be needed in a number of other fields, whereas farming will require 20 per cent fewer workers.

The economists keep us informed on current fluctuations and long-term trends in the economy. They cite statistics on changes in inventories, surpluses of products, capital investment, income and levels of consumption. We hear too little about the human variables of change: (1) the nature of shortages of manpower; (2) the number of people who need re-education for effective work because of technological change; (3) the effect of economic dislocation, or the threat of dislocation, on the buying habits of the consumer; and (4) perhaps most important of all, the potential increase in the consumptive level of our nation if the millions of workers now employed below the level of their capacity were educated for more effective production at higher incomes.

The mobility of the population is an outstanding phenomenen to be considered, especially in conjunction with the changing demographic face of America. We scarcely understand the educational implications of the increasing urbanization, centralization of business and industry, and the reconstruction of community life that is in full swing at the present time.

In nearly every state there is today a clustering of population which makes most of our earlier conceptions of organization of education at the high-school and post-high-school levels out of date. For example, in Illinois there are a dozen cities of which 85 per cent of the population resides within a forty-mile commuting distance. This simple fact, coupled with modern means of communication and transportation, has far-reaching implications for the provision of vocational and technical education.

The increasing complexity of the occupational world is a phenomenon which has a great influence in shaping the future of vocational and technical education. Specialization continues to grow at an unslackened pace, accompanied by the ubiquitous need of general knowledge and skill. The problem would be much simpler if it were one of mere diversity, but it is immeasurably complicated by the speed of change and the fast rate of obsolescence in skills, ideas, and machines.

Our educational system has not been fully geared up with adequate resources to cope with the present combination of social, economic, and other cultural variables in the world. Assuming a peaceful existence of nations, there is no evidence of a retreat in the complexity of living, or a deceleration in the tempo of change. The generative forces of science and technology and the urge of man to consume argue for increases rather than decreases in these matters.

Now, we must consider the educational commitment of our nation. We have an established public school system from kindergarten through the university carrying the major part of the educational load, supplemented by non-publicly supported schools. From the kindergarten through high school, there is a tuition-free public school available to all youth within reach of their homes. At this level, the purpose of the public school is to provide the best possible education for all youth. At the high-school level the central purpose of vocational education is to contribute to the achievement of the high school's total social purpose.

At the post-high school level, the situation is quite different. While the base of educational opportunity is broad, it is not spreading fast enough, particularly in the technical fields which require less than four years of college preparation. The greatest gap in American education today is in this field of post-high-school technical education. Developments within the last two decades have forced the issue of whether this phase of education can be left largely to the private sphere of business and industry or developed as a responsibility of the public school system. I think the facts of the case make it clear that every state must bridge this gap by creating the appropriate structures of organization, administration, and finance to operate a comprehensive program of public education.

I shall now turn to each of these two phases of education for the remainder of my remarks. There are four imperatives that I want to emphasize about the changing demands upon the high school for the provision of vocational education.

Changing Demands Upon the High School

The *first imperative* is the necessity for re-aligning the purpose or perspective of vocational education. The traditional view of vocational *versus* college preparatory work is no longer tenable. All students must acquire, insofar as possible, intellectual growth in the basic fields of knowledge that are essential to effective living in all walks of life. Also, they should be introduced to fields of specialization.

In addition, the purpose of the high school must be expanded to provide for adults who want to return for part-time study for up-grading on the job, completion of high school, and preparation for more advanced study at the post-high-school level.

Some indication of the shift in magnitude of the task which faces the high school may be noted as follows. At present, about six (or six plus) out of ten American youth are graduated from high school. Of these six, about three enter some type of post-high-school institution, and three enter occupational work. By 1970, eight out of ten youth should be graduating to meet the occupational demands. Of these graduates, four should be entering college for four more or more years of preparation in the professions. Two should enter technical curricula of two years beyond high school. Only two should be entering work directly from high school, but they should be better prepared than their predecessors. This trend should lead us ultimately to the goal of a very small number of high-school dropouts and only a few who do not pursue some further education beyond high school.

The *second imperative* is a reconstruction of vocational education in the high school. I see three broad occupational groups for the high-school curriculum to serve: (1) those who will attend college to prepare for the professions; (2) those who will enter technical education at the junior college level; and (3) those who will enter occupations after graduation at the craft or semi-skilled level of work.

Students who go on for technical education need some

introduction to occupational education in the high school. Otherwise, they need much the same preparation as other college-bound students.

For those who will not pursue further schooling, the program of vocational education must place less emphasis on developing skilled or semi-skilled craftsmen and more emphasis on a foundation of knowledge and general skills clusters of occupations. This shift in emphasis is obvious in view of a hundred or more occupational fields in which the worker needs some formal education before employment.

The *third imperiative* facing the high school is to cope more adequately with the problem of diversity. After the most functional grouping of related occupations, a minimum of eight to ten curriculum areas would have to be offered in each high school to afford the necessary breadth of educational opportunity for all youth. This is impossible for a school with an enrollment of less than 2,000 students. Hence, I am not very hopeful that much will be done to improve vocational education except in the large school systems where a single school does not have to be viewed as a comprehensive institution, but where variable offerings exist among several schools or attendance centers.

The task of modern education is impossible to accomplish fully in the small school. There are alternatives, however, for the little communities and pieces of communities throughout the land to raise my hopes. One is to consolidate. In some cases, this can go far toward solving the organizational problem of size. In other cases, this procedure will not yield a local school system with a high school population of adequate size for a comprehensive education. The alternative in this case is to create regions of small districts for cooperative action in consolidating instruction in the vocational areas. The beginnings of this idea in rudimentary form are already in operation in a number of places throughout the country.

In our concept of a comprehensive high school, we have failed to come to grips with the issue of organization to meet the problem of diversity in vocational education. We have been more concerned with a school or attendance center than a school system. What we should be working for is a comprehensive educational program that can be operated feasibly for a high-school population which might be served in a number of schools or attendance centers if necessary, neither one of which would have everything. Only a relatively few large high schools can approach this concept of a comprehensive program in reality.

The *fourth imperative* is the necessity for shoring up the financial support of the total high-school program. If we have learned anything from the experience of the past fifty years, the next fifty should not be encumbered with piecemeal fiscal procedures. There have been too many special financial arrangements which tended to fragment the program of the secondary school rather than contribute to unity and strength.

Post-High School Technical Education

Technical education at the post-high-school level is a new phase of education which has developed in recent years as a result of technological advance. It prepares workers for jobs that have demands for knowledge and skill which fall somewhere between the craftsman and the professional worker.

As a new field, technical education is having growth pains. The nomenclature is in a stage of development. Curricula naturally have to be developed to serve occupational needs. The wide variability of employment patterns creates some difficulty in this respect, but nonetheless more than 100 curricula in technical education are in existence somewhere throughout the country. The vast range of specialization presents unusual problems in planning programs to provide breadth of opportunity to students, in establishing standards, and in other matters as well.

A unique feature of technical curricula is the importance of general education as a common denominator for all specialized areas. Nearly half of the course of study in most curricula consists of general education—English, history, science, mathematics, economics, sociology, psychology, and the like.

The problem of organization is especially in need of a proper conception. There seem to be three basic patterns of administrative organization. *One* is to attach this phase of education to senior institutions solely for technical education with operating units located strategically with reference to population. The *third* is to modify existing junior colleges to include technical and pre-professional curricula, with operating units located strategically with reference to population.

To meet the challenge ahead of us, the organizational structures in most states must be revamped and a totally new design established. The job cannot be done in most states merely by patching the systems of junior colleges and technical institutes in existence today.

Programs must be planned on a state-wide basis, with state and nation-wide employment opportunities in mind. This means a catholic rather than a provincial view must prevail in the planning of educational programs. The occupational character of a local community has only little effect on the nature of the curricula in technical education that should be made available to youth and adults. If planned strategically, operating units may have a majority of students commuting daily. This is important for students who prefer to live at home or who cannot afford otherwise to attend, and especially for part-time students who may be expected to equal the full-time ones in number. Strategic location of operating units will have two other important advantages. The size of each unit can be large enough to provide a broad scope of curricula and the cost can be reduced to an economical level. The number of students who will have to transfer from their home community to another one to enter the desired curriculum would thus be reduced to a minimum.

As the needs of vocational and technical education are studied diligently, I am sure the evidence will mount a picture far greater than the view held generally at present. There will be a tendency for some people to resist the facts on the grounds of added tax burden. They may thereby fail to recognize the positive effects on the economy and the

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Understanding Vocational Relationships

H. H. London

University of Missouri

IN THIS ERA of compartmentalized and specialized educational services, there is need for a clear understanding of terms, concepts and relationships. This is particularly true in the areas of the practical arts, vocational education and vocational guidance, which are commonly closely associated in educational practice. Students and teachers in these fields, as well as school administrators, should be able to think in common terms, glean similar meanings from basic concepts, and understand the fundamental relationships existing between the various aspects of the work. The following paragraphs are intended to aid in the clarification of these terms, concepts and relationships.

The practical arts defined: The practical arts are as old as civilization itself. In an economic sense, they consist of those activities through which the natural resources of the earth are secured, processed, distributed and used to meet the physical and material needs of human beings—food, shelter, clothing, defense, recreation, and the like. Back of these activities is basic necessity. Their performance involves the accumulative skill and know-how, as well as the ignorance and superstitions, of generations. These activities are practical because they serve basic human needs, and when they are well done they are an art.

The practical arts in education: For educational purposes the practical arts may be thought of as a study of the tools, materials and processes employed by man in securing, modifying, distributing and using the resources of the earth in meeting his physical and material needs. As they are commonly organized for *general educational purposes*, the practical arts include (1) general agriculture, (2) industrial arts, (3) commercial education, and (4) general home economics. Artcraft courses might also be included as a part of industrial arts. Because of the concrete nature of these activities, their wealth of content, their economic importance, and their appeal to youth, they have come to be regarded as essential elements in a well-rounded program of *general education*. With the passing of the years they are accorded a larger and larger place in the total educational program.

Although every person living in modern society engages to some extent in the practical arts as here defined, these activities have become highly specialized in our economic life. Today a majority of our labor force is employed in occupations of a practical arts nature—in the production of raw materials, in the manufacturing and processing of these materials, and in the collection and dispersion of finished products. The home is the center around which the consumption of most of the products takes place, and all persons are consumers.

Vocational education: The four common practical arts subjects each have vocational counterparts in secondary education. They are (1) vocational agriculture, (2) vocational-industrial education, (3) distributive education, and (4) vocational home economics. Like the practical arts, these subjects are now regarded as essentials in a democratic system of public education. Their purpose is to prepare people for effective employment in agriculture, industry, business, and homemaking *and* to increase the efficiency of those already so employed. Vocational education includes, also, the preparation of workers for personal and public service occupations and for the professions. The latter, of course, and sometimes the former, requires education of college grade.

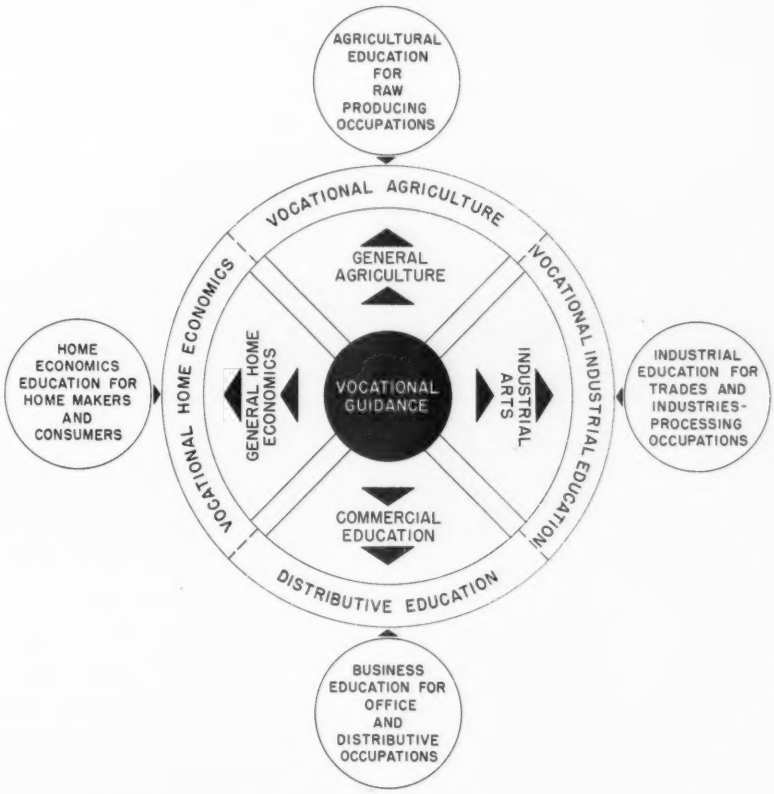
Federal aid for vocational education: Because of the importance of vocational education in the economic life and well-being and the common defense of the nation, the Federal government has for years made special grants to the states for its promotion and development. The Land Grant College Acts were designed to promote the development of vocational education of college grade in agriculture and the mechanic arts (now engineering). The Smith-Hughes Act of 1917 provided federal aid for vocational education of less than college grade for workers in agriculture, trades and industries, and homemaking. The George-Barden Act of 1946 authorized additional funds for the further development of vocational education in agriculture, trades and industry, homemaking, and distributive occupations, and made provisions for vocational guidance in schools having reimbursable programs of vocational education.

Vocational guidance defined: At the present time vocational guidance, the new member in the family of federally-aided vocational education of less than college grade, is struggling to find its place and relationship among

the other vocational services and the practical arts. Sometimes it is welcome; sometimes it is not. Too often its proper relationship to the other members of the family is not understood either by workers in vocational guidance or the other services. According to the National Vocational Guidance Association, vocational guidance is the process of assisting individuals to choose, prepare for, enter upon, and become adjusted in their vocation. Obviously, then, vocational guidance and the practical arts and vocational education of all types and grades are inseparably related in public education.

from the junior high school to the adult level and seeks always to match individuals and occupations in such a way as to make maximum use of human resources and to provide a balance between labor supply and demand in the various occupations and enterprises.

Agricultural education: General agriculture, a part of general education, should develop an appreciation of the place and importance of agriculture in our economy and provide exploratory experiences leading to sound choices among those later entering vocational agriculture. It belongs in the early years of high school, and should be



Graphic illustration of relationship: The diagram on this page is an attempt to show the relationship that should exist between vocational guidance and the practical arts and vocational education as they operate at the secondary school level.

Here we have a wheel signifying unity and balance. One section represents agricultural education—general and vocational, which is concerned with raw producing occupations. A second represents industrial education—industrial arts and vocational-industrial education, which is concerned with trades and industries. A third represents business education—commercial and distributive, which is concerned with distribution, office work, accounting, record keeping and the like. And the fourth represents home economics—general and vocational, which is concerned with consumption and other aspects of home and family life. Vocational guidance is the hub of the program, because, properly conceived, it permeates the other services provided for city as well as farm youth, boys and girls, alike.

Vocational agriculture is concerned with preparing youth and adults for proficiency in farming. It should be taken only by those who definitely plan to be farmers or workers in occupations allied to farming, and in sufficient numbers to meet the needs of society, no more. It belongs in the upper years of high school and in adult education programs.

Industrial education: Industrial arts, a part of general education, seeks to develop an interest in and an understanding of industry, consumer knowledge and appreciation, skill in the care and use of common tools and materials, knowledge and understanding of drawing—the language of industry, safety attitudes and habits, and to provide exploratory experiences that will aid in the selection of occupations in industry. It belongs primarily to the

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"Vocational education without down-to-earth realistic vocational guidance cannot be sound . . . any vocational guidance program that ignores sound principles and practices of vocational education is of doubtful value . . . "

junior and senior high school, but is sometimes offered to adults in special and evening schools. It is, of course, not reimbursable under our vocational education acts.

Vocational-industrial education is concerned with the preparation of youth and adults who have chosen trade or industrial occupations and the improvement of those already so employed. It should be taken only by those who will be or are already working in industry and in sufficient numbers to meet the needs of the labor market, no more.

Since youth cannot enter industrial occupations until they are at least 16 and in many cases 18 years of age, this type of education properly belongs in the upper grades of the senior high school, the junior college and in adult programs. In spite of what many school administrators think to the contrary, it may be reimbursed out of federal and state funds when offered in junior colleges. Regardless of grade placement, *pre-employment* vocational-industrial education should be broad and basic in character, keyed to "job families" rather than to specific jobs. This follows because of the number and character of industrial jobs themselves and the tendency of trainees to enter all sorts of jobs related to the field in which they are trained. *In-service* training, on the other hand, should be specific and related directly to the job of the worker.

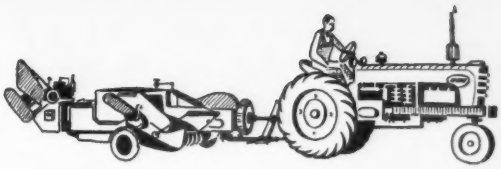
Business education: Commercial education, the general part of business education, is concerned with developing a knowledge and appreciation of common business practices, basic skills and knowledge for personal use, and with providing exploratory experiences leading to wise choice of careers in business. It is vocational education for a few, in that it prepares them for employment in office work. It should be offered in the senior high school and in evening adult programs for both sexes.

Distributive education is concerned with the preparation and upgrading of workers employed in merchandising occupations. As set up in our State Plan for Vocational Education, it may be taken only by youth and adults already employed in merchandising occupations or those shifting to these occupations from closely related jobs. Enough people should be trained in the program to meet the needs of the labor market, no more. The work should pe offered on a part-time basis in the upper grades of high school and in evening adult schools.

Home economics education: The distinction between general and vocational home economics is not as sharp as that existing between the other practical arts subjects and their vocational counterparts. Although reimbursement may be had for only the vocational phase of the work, both programs are directed toward the same end; namely, the development of the knowledge, attitudes, appreciations, and skills necessary for happy and successful home and family life. Unlike the other vocational subjects, it would be impossible to enroll too many in home economics. All people of both sexes are concerned with home and family life, and they should have training in this field. Home economics should be offered in junior and senior high schools, junior colleges, and in part-time and evening programs. If it is confined to girls and women alone, it is like a house with a roof on the sunny side only.

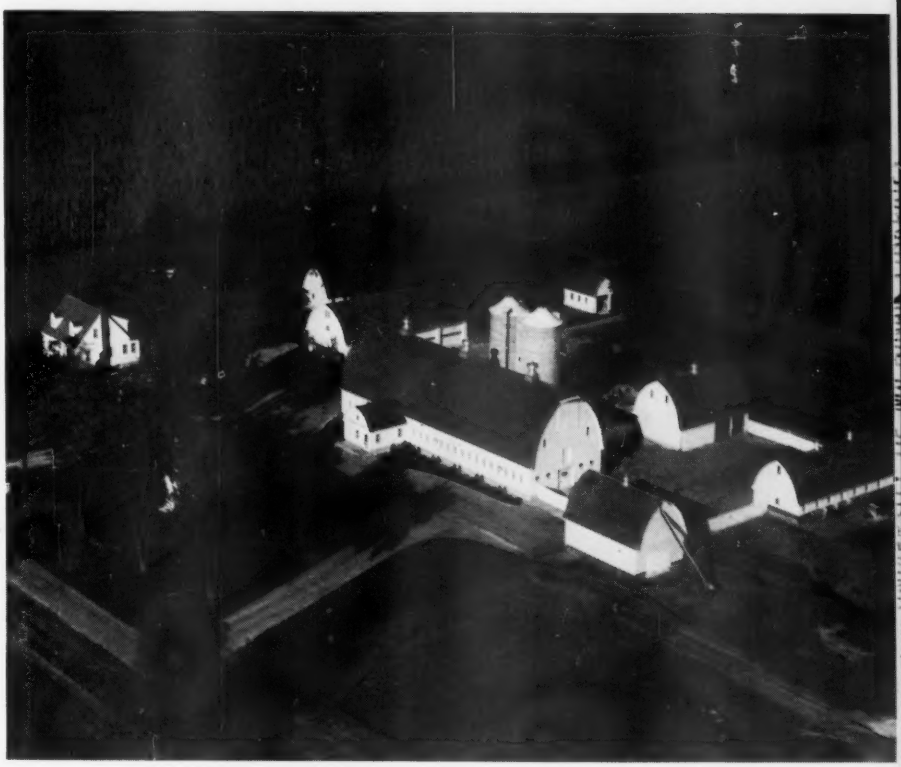
Functions involved in vocational guidance: Vocational guidance involves (1) making and keeping up-to-date individual inventories of people, which is a matter of testing, interviewing, record keeping and the like; (2) the collection and dissemination of occupational information; (3) assistance to individuals leading to wise choices of occupations; (4) counsel with respect to occupational training; (5) aid in securing employment, either during or following training; and (6) aid in making adjustment on the job of one's choice and for which he is trained.

Vocational guidance thus conceived seeks always to match individual assets and liabilities against occupational opportunities and requirements in such a way as to alleviate occupational maladjustment, make the most of human resources, and maintain balance in the labor market. Making use of the practical arts for exploratory and selective purposes and vocational education for training purposes, vocational guidance bears the same relation to the total occupational adjustment program that the hub of the wheel bears to its total structure and function. It is the center around which the other parts radiate and operate. Vocational education without down-to-earth realistic vocational guidance cannot be sound. Likewise, any vocational guidance program that ignores sound principles and practices of vocational education is of doubtful value. The two must go together.

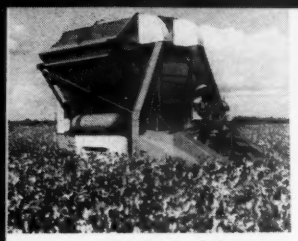


SPECIAL FEATURE:

New Era for Vocational Agriculture



- **CHANGE — A foreword**
- **Closing ranks in agriculture**
- **Vo-ag's value to establishment in farming**
- **The FFA: Its place in vocational agriculture**
- **Vocational agriculture — boost or bust in college**
- **"I believe in the future of agriculture"**
- **Guidance activities by vocational agriculture teachers**



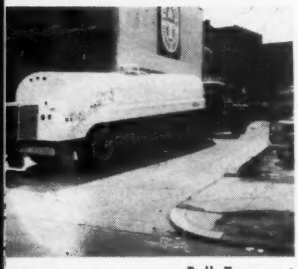
Mechanized Harvesters

Film Packaging

Materials Handling

Disposable Contai

Use of Aircraft



Bulk Transport

Engineered Timber

Spray Equipment

Product Promotion

CHANGE!!

In 1940 the U. S. Department of Agriculture titled its yearbook "Farmers in a Changing World." In a sense, this title was premature. In another sense it heralded not what had happened but what would be happening in the decades to come.

***Change*—that was, and is, the byword in agriculture. Even the casual observer of the agricultural scene may see the radical change that has taken place over the past twenty years. Those who are directly concerned—farmers, teachers, researchers, writers—continue to be astonished at agriculture's changing complexion.**

To deal in semantics for a moment, many agree that the term "*agriculture*" may be a misnomer by today's standards because such a small segment of the industry remains "culture." Just in the past five years the names agriscience, agroindustry, agribusiness, and agroeducation have come into being and acceptance. Yet these terms define only segments of an industry which embraces *40 per cent of the nation's labor force.*

Agriculture—if we may continue to use that conventional term to describe the total industry—now may be considered graphically as hourglass-shaped. The upper side is the input fraction of agriculture. It includes all items which go into the culture of food, feed, and fibre—not only tangible items like fertilizer, pesticides, machinery, gasoline, and seed but also relative intangibles such as research, education, and legislation.

The neck of the hourglass is purely *agriculture.* It is the production of corn, beef, eggs, cotton, grapes, cauliflower, lettuce, cut flowers, milk, alfalfa, or whatever. (At latest count only about 2.4 million "farm operators" were culturing 80 per cent of the nation's food and fibre needs.)

The bottom of the hourglass illustrates output. The consumer, reprocessor, or manufacturer is at the end of the line. Sandwiched between culture and end use are a host of fractional industries which truck, pack, can, weave, wholesale, display and perform hundreds of other services. Steel and petroleum, medicine and communications, packaging and design . . . these too are integral parts of our newly defined "agriculture."

There *has* been a change. A radical one, made up of a series of interrelated, conservative changes in operation, philosophy, acceptance, and progressive thought. And in any mutation many are the victims, many are the beneficiaries.

By and large, the commercial farmer, grower, or rancher of today has had to be flexible enough to adjust to the changes. Those who do not adjust, those lacking in foresight, simply cannot stay in business.

Perhaps the greatest contribution made in the last twenty years by vocational agriculture has been the preparation of youth to be aware of and to adjust to these changing times. And adjust they have. The food you eat tonight and the clothes you wear tomorrow were probably spawned in the classroom.

We, the beneficiaries, should find it difficult to overlook the blessings of full stomachs, adequate clothing, and a thousand other comforts given to us daily by a dynamic and changing agriculture.

Vocational agriculture is at the very heart of our good fortune.

—Peter C. Crolius

LOSING RANKS
N AGRICULTURE

erbert R. Damisch
tate Board of Vocational Education
inois

AMERICAN agriculture is in the midst of a great technological revolution. If present trends continue, the umber of farms in 1970 will be less than one-half the umber operating in 1940. The production per man will crease four or five times during the same period.

On the international scene great historic events have ccurred which are having a far-reaching impact on Amerian agriculture:

First, there is a reawakening of the underdeveloped naons of the world.

Second, there are efforts by both the East and the West assist the underdeveloped countries in their economic vancement.

There is approximately one-third of the earth's populaon in the free world; presently one-third in the Sinoviet bloc; and, one-third in varying degrees uncomitted in the East-West struggle.

Many governments in less developed countries hesitate their pursuit of economic betterment between the free orld and the Communist bloc. Their decisions will have rofound significance from many points of view, including griculture in the United States.

Awareness of the great changes in our time is gradually aking itself felt in education, among farmers, in research, nd in government. There is a growing realization that ith an increasing population and a decreasing number of rm people, the role of the individual farmer becomes inreasingly important.

Along with progress in agriculture, new problems have en created. The breakthrough in agricultural technology as brought more clearly into focus such problems as eduation, marketing, use of credit, and the role of the farmer the national economy. The increasing importance of reted agricultural occupations is a new development. Comunications at all levels take on new meaning if agricul-re is to keep in step with other segments of our popula-on.

For agriculture to move forward on a united front will quire closing ranks in agriculture. In the process care-l consideration should be given to (1) the individual and 2) the welfare of our country, including the national conomy. This requires both understanding and coordinaon of efforts.

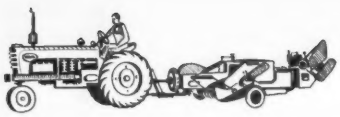
The United States does not have a monopoly on farm problems. In spite of the prosperity that is found in Western Europe, there are many problems. A good many are similar to the ones found in this country. For example, farm mechanization is proceeding rapidly in many places in Western Europe and the United Kingdom. Farm production is rising. Farm costs are rising while farm prices remain at about the same level.

New discoveries, new developments coupled with a constantly changing economic environment will continue. It will require the best thinking of leaders everywhere to make the adjustments and adaptations necessary. A knowledge and understanding of advancing technology is essential if the needs are to be met to improve agriculture. Some of the needs, many of which have special significance to agricultural education as well as other groups, include:

1. Better communications at all levels are necessary if people are to know what is taking place so that they may know how to plan.
2. Adequate counseling, especially at the junior and senior high school levels, is imperative and affords probably one of the greatest challenges in education today. The job opportunities for agriculturally-trained people with a farm background continues to increase. So far, there are many instances both among farm people and educators who are not aware of the opportunities in agriculture and related agricultural areas.
3. Adjusting and replanning the educational program is inevitable to provide post-high school training for a vast number of jobs in agriculture and agriculturally related areas that do not require four years in college.
4. Research should be given greater emphasis as it would provide greater use of farm products.
5. More education and training is necessary to be a successful farmer in the years ahead considering the increased size and complexity of the farming operation.
6. A greater knowledge and understanding of the basic economic principles followed in the development of the United States and the harmful effects of authoritarian controls.

A positive attitude, a positive approach is necessary if the basic industry of agriculture is to keep in step with the progress of the country. The need for coordination of all public agricultural agencies becomes apparent during this period of changing world markets and the revolution in farming methods and techniques. The situation is particularly acute where incomes are squeezed below the break-even point on many farms.

In the overall, there has never been a greater need for all public agricultural agencies, all groups interested in agriculture and related areas, to plan and work together at all levels in attempting to find solutions to farm problems. It is time for action. It is time for closing ranks in agriculture.



VO-AG'S VALUE

TO ESTABLISHMENT IN FARMING

Duane M. Nielson
U.S. Office of Education

WHAT is the value of high school vocational agriculture to those graduates who have completed three or more years of the program?

This evaluative question has been of importance to agricultural educators ever since Senator Smith and Representative Hughes were instrumental in the passage of the 1917 national vocational education act. This act provided federal support for the development and expansion of the vocational agriculture program.

Establishment of the enrollees in farming has been one of the major goals of the high school phase of this program. Even with the current increase in farm size and corresponding decrease in number of farms, the annual need for farm operator replacements in the State of Iowa is approximately two times the total number of vocational agriculture seniors graduated.

The extensive training provided through the vocational agriculture program should establish its high school graduates in farming more rapidly, and to a greater extent, than those who have not received such training. Whether or not this is actually happening has recently become a vital concern to the men working with the program, to other educators, and to the public in general. Equally challenging has been the question of what contribution, if any, vocational agriculture makes to the success of graduates entering occupations other than farming.

In a recent year, graduate students and staff members in agricultural education at Iowa State University began work on an Agricultural Experiment Station Project designed to determine the relationship of high school vocational agriculture to the subsequent establishment of graduates in farming and other occupations. High schools in Iowa which offered vocational agriculture during at least eleven of the twelve years from 1943 through 1954 were paired with schools which had not offered vocational agriculture during the same period. Pairings were made on the basis of school location, population of the town, religious preference and nationality of the people, high school enrollment, level of living index, and predominating soil type. Twenty pairs of schools were drawn at random from the possible pairings to make up the forty schools which were included in the project.

The vocational agriculture graduates included in the samples used for various phases of the project were selected from the total of 1,545 graduates the 20 vocational agriculture scho who had completed three or mo years of vocational agriculture. A of these men were living on far when graduated. The high sch graduates who didn't receive vo tional agriculture training, were s lected from the total of 1,328 grad ates of the 20 schools which did n offer vocational agriculture. The 1,3 men were all graduated during t

ears 1943-54 inclusive, and were liv-ng on farms when graduated.

To study the relationship of high chool vocational agriculture to estab-ishment of graduates in farming, a ndom sample of graduates, who were rming in 1955, was drawn from the enty pairs of schools, after the raduates had been paired as to time f graduation, size of farm of parents time of graduation and farm owner-hip status of parents. Eight pairs of raduates were drawn from each of e twenty pairs of schools. Conse-uently, a total of 320 farmers were cluded in the sample, 160 graduates vocational agriculture schools and 60 graduates of schools which did ot offer vocational agriculture. Each the 320 farmers was personally terviewed on his farm and the data ere tabulated and statistically treated.

To study the relationship of high chool vocational agriculture to estab-shment of graduates in occupations ther than farming a new sample of 20 farm-reared male high school raduates was drawn from the original pairs of schools. One hundred xty graduates were selected randomly om the 20 vocational agriculture hools and 160 graduates were select-randomly from the 20 schools hich did not offer vocational agri-lture. All of the graduates selected re in occupations other than farm-g, and were not college students or llege graduates. Questionnaires were iled to the graduates to obtain the ta. Three measures were used to dy the 1958 occupational status of graduates: 1) expressed degree of isfaction with the occupation, 2) an-al earned income from the occupa-n, and 3) the score of each gradu-e's occupation on the North-Hatt ale of occupational prestige.

THE MAJOR FINDINGS

Fifty-five percent of the men who were graduated between 1943 and 1948, and who had completed three or more years of vocational agriculture, were farming in 1958. Twelve percent of the graduates were in occupations related to farming and 33 percent were in occupations not related to farming. High school graduates, who completed three or more years of vocational agriculture, held a significant advantage over high school graduates without such training in each of the measures of establishment indicated in the accompanying table.

3. Farm operators, without regard for type of training, who lived on larger home farms when graduated from high school, farmed significantly larger farms when interviewed. They also farmed more crop acres and had significantly higher crop and total gross products from their farms, than high school graduates who lived on smaller home farms when graduated.
4. Farm operators who were sons of landowners had a significant advantage over sons of nonland-

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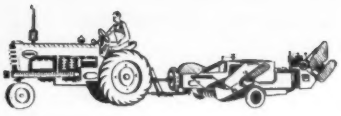
Measure of Establishment	*Graduates With Vocational Agriculture*	*Without Vocational Agriculture*
a. Acres of land farmed independently at time of graduation	10% farming some land	6% farming some land
b. Farming status (hired hand, renter, owner, etc.) the first full year of farming after graduation	48% above hired hand status	31% above hired hand status
c. Farming status in 1955	89% above hired hand status	79% above hired hand status
d. Total acres farmed in 1955	57% farmed 161 acres or more	48% farmed 161 acres or more
e. Crop acres farmed in 1955	mean of 180 acres	mean of 153 acres
f. Acres of corn in 1955	mean of 78 acres	mean of 56 acres
g. Acres of oats in 1955	mean of 39 acres	mean of 30 acres
h. Acres of legumes for hay in 1955	mean of 24 acres	mean of 18 acres
i. Acres of rotation pasture in 1955	mean of 16 acres	mean of 9 acres
j. Hogs sold for slaughter in 1955	mean of 132 hogs	mean of 117 hogs
k. Mean number of pigs weaned per litter in 1955	mean of 7.39 pigs	mean of 6.93 pigs
l. Beef cows on farms January 1, 1955	mean of 5.9 cows	mean of 3.6 cows
m. Fat cattle sold in 1955	mean of 18.8 head	mean of 14.5 head
n. Dollars livestock gross products from farms in 1955	mean of $3,055	mean of $2,053
o. Dollars crop gross products from farms in 1955	mean of $4,668	mean of $3,775
p. Dollars total gross products from farms in 1955	mean of $7,720	mean of $5,788
q. Extent of use of 24 improved production and management practices, 1943-1955	mean index of use 72.4	mean index of use 66.0
r. Rate of establishment in farming. (Total increase in gross products each additional year they farmed)	$532 yearly increase	$357 yearly increase



THE FFA

Its Place in Vocational Agriculture

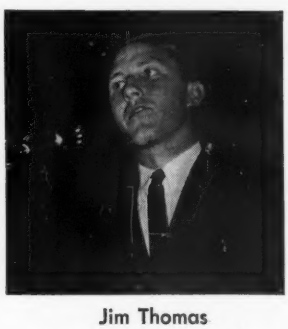
by Jim Thomas

I WAS A student of vocational agriculture for four years in high school. During this period, and for three years following graduation, I was a member of the Future Farmers of America. It has been my good fortune to observe the works of FFA members and vocational agriculture students on the local, state and national levels. I have observed this program in action under a wide variation of agricultural and educational conditions. Naturally, I have formed many impressions and convictions of this program. I believe in it. I know what it has meant to me, as well as to thousands of young men throughout our land.

It is my purpose to explain what I believe to be the place of the Future Farmers of America in the educational program of vocational agriculture.

The FFA is unique in several ways. It is unique in that it is an integrated part of the classroom instruction and on-farm supervision of vocational agriculture. It is a tightly-knit organization, functioning solidly on the local, state, and national levels. Most important of all, it is an organization of students dedicated to the proposition of making the learning of farming and agriculture more meaningful to the farm boy.

In order to appreciate the FFA in its fullest extent, we must look to its history. In the early years of vocational agriculture there was no Future Farmer organization. The students and instructors in many of the early departments of vocational agriculture began to form their own clubs. In many instances, they drew up aims and purposes and formulated programs of work for members. Those old-time "ag clubs" sponsored field trips, livestock shows and judging contests. They held many other competitive and educational activities that pertained to the instruction and supervision of vocational agriculture.



Jim Thomas
Immediate Past President
Future Farmers of America

Thus, it was largely due to these activities of proven worth to students that four men sat down at Blacksburg, Virginia, in 1925 and talked about forming a statewide organization of vocational agriculture students in Virginia. They were men who dealt with the problems of farm boys day in and day out. They realized the great potential of such an organization. The idea spread far and wide among instructors and students, as well as supervisors, of vocational agriculture. And so it was, in 1928, that about 1400 boys and advisors met in Kansas City, Missouri, and founded the FFA.

The new tool of instruction and stimulation of young men was placed in the hands of teachers of vocational agriculture. The young men and advisors who founded the FFA felt that one of the fundamental purposes must be to give an added stimulus to classroom instruction and supervision on the farm. This added stimulant would, in turn, play a great role in helping farm boys of high school age realize the great potential that could be their

as trained young farmers. This is the reason that nearly all advancement in the FFA is based on the boys' accomplishments with their farming activities. The ceremonies and degrees of membership all embody this fundamental aspect.

You probably realize far better than I that the fundamental purpose of vocational agriculture itself is to train farmers. Therefore, it is easy to see how such an organization of students could and does prove to be a great influence in helping boys to have greater interests in the classroom and on the farm.

Pete Knutson lives in Livingston, Montana. A town boy, neither he nor his dad owned land. When Pete was a freshman in high school he enrolled in vocational agriculture and joined the FFA. His advisor arranged with a local rancher whereby Pete could run his one cow with the man's herd. The boy worked on the ranch during the summers and after school. Four years later, Pete Knutson had accumulated 45 head of some of the finest polled Hereford cows in the state of Montana. Two years after graduation Pete served as a member of the FFA's National Officer team. Pete Knutson now is ranching full time. He says that, by and large, he was interested in farming and vocational agriculture due to his local FFA chapter's activities. He is a good example of thousands of young men who have become full-time farmers due to the interest created as members of the FFA.

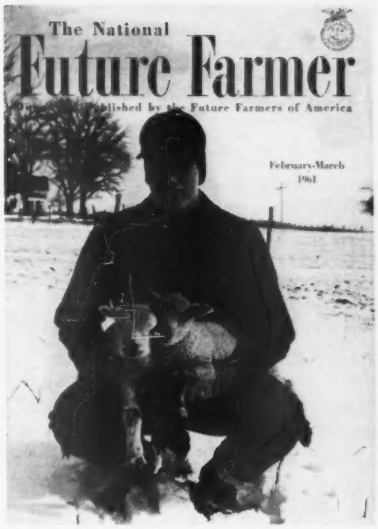
I never stop to be amazed at the wisdom of those who founded the FFA. They realized that if agriculture were to remain a dynamic part of our society, it must have an abundant supply of skilled leadership. In addition to fostering and placing emphasis on better farming, it is also dedicated to developing leadership in young men—leadership that will enable these boys to assume their positions in agriculture.

It is due to this second fundamental objective—leadership—that the FFA holds regular chapter meetings and gives their members a chance to stand and express themselves according to parliamentary procedure. It is for this same reason that the boys must assume the responsibility of chapter offices, committee chairmen, and other positions of responsibility.

It has become my honest opinion, based on fact and on observation, that the FFA is a powerful tool in the hands of the effective instructor of vocational agriculture. It is a tool he can use to develop outstanding leadership qualities in his students and, at the same time, foster greater interest in his teaching and supervision. It has been my pleasure to visit in some extremely successful vocational agriculture departments. It has never failed to be true that, where I found a department that was successful in getting a good percentage of its students back on the farm and another high percentage in the colleges of agriculture, I also found a functioning, worthwhile FFA chapter.

The successful farmer of tomorrow will be the man who continues to learn, who has more output per man, and who thinks for himself.

I have never been one to maintain that the FFA organization is a means within itself. However, I do maintain that in the proper perspective, it can go a long way to help vocational agriculture accomplish its true objectives. At the same time, and without conflict, it can develop a source of agricultural leadership that is priceless.



The National Future Farmer is a bimonthly magazine edited to the interests and needs of FFA members and others interested in the future of farming. The Magazine started in 1952 as a quarterly. Editorially the magazine covers those areas necessary to a Future Farmer's education, vocation and recreation. Stories include reporting on agricultural advancements, "success stories" about outstanding FFA members or chapters, and sports features and hobby information. Well over three-fourths of both parents read the magazine. Wilson W. Carnes is the editor.

PHOTO CREDITS

Page 13—American Institute of Timber Construction

Page 14 (right to left and down)—National Milk Producers Federation

Allis-Chalmers

United Fresh Fruit and Vegetable Association

Allis-Chalmers

National Agricultural Chemicals Association

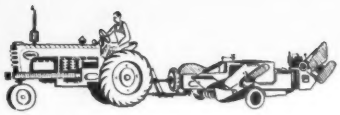
Milk Industries Foundation

American Institute of Timber Construction

The Oliver Corporation

National Cotton Council

Cover—International Harvester



When students go to college, does their vo-ag training help or hinder them? An educator answers this long-standing question.

Vocational Agriculture— Boost or Bust in College?

Harold E. Myers
Dean, College of Agriculture
University of Arizonia

EDUCATORS have tried for many years to determine what courses in high school will best prepare students for success in college. Educators in vocational education have tried to find out just how boys who have studied vocational agriculture in high school compare with boys of similar ability who have not had vocational agriculture when they arrive on college campuses.

As an educator on the college level, both as professor and administrator, I have my opinion on this question, and so does every other professor. Unfortunately, these opinions don't always agree. So, rather than just add my opinion to those of others, I would like to report and summarize the findings of some rather interesting research: first, the question of what courses best prepare students for academic success in college; then specifically, how former students of vocational agriculture compare with boys of equal ability in college, both in agricultural and physical science courses.

J. A. Yates at the University of Kentucky studied the high school transcripts of 706 students admitted to the Universities of Kentucky, Cincinnati, and Indiana. He divided those students into four groups determined by their high school studies: classical or traditional academic courses, scientific courses, vocational courses, and a general group that didn't fit any of the other three. He found that when these students were equated on the basis of intelligence there was no difference between the groups in their success in any of the curricula they selected at those three universities.

Harl R. Douglas at the University of Oregon studied the high school records of all students who entered that institution in two years and compared their achievements at the University by using their grades at the end of the first five terms. Douglas reports that the data showed that there was "no significant difference between the number of units of credits earned in high school in *any* subject matter field and scholastic success in college."

Burns and Henmon at the University of Wisconsin studied the records of 687 college seniors. Data were collected on the number of high school units in foreign language, science, mathematics, English, and social sciences. They found that when the ability factor was held constant there was no significant relationship between any of the high school subjects and academic achievement at the University of Wisconsin.

William Atkinson studied the high school curriculum patern of 1623 students in four college courses at the University of Iowa. He concluded from the data available that there was no pattern of high school subject matter that prepared the high school student for success in college more thany any other.

Similar results were found in studies at the University of Illinois, Iowa State University, and many other institutions. Probably the best known study

From a talk given by Dr. Myers at a program presented by the Vocational Agricultural Advisory Committee of Phoenix Union High School for high school counselors and administrators. The information on studies was compiled by Dr. John R. Williams, Associate Professor of Agricultural Education, University of Arizona.

of this problem was the eight-year study reported in a five-volume publication entitled *Adventures in American Education*. In that study 1475 students who attended conventional academic high schools were matched with 1475 students who attended 30 different high schools with "progressive" programs—programs tailored to the interests of the students. The performance of those students in the many different liberal arts colleges was carefully watched and evaluated by many different criteria of success in college, and it was found that by every criterion the students who attended the progressive high schools did as well or better than those who attended the traditional academic high schools.

Specific studies have been made to compare the performance of boys who had studied vocational agriculture in high school with those who had not. Clarence Cunningham studied the records of freshmen who entered the College of Agriculture at Ohio State in 1953 and finished in 1957. Their scholastic achievement in college was compared according to certain pre-college experiences, including (1) years of high school English, mathematics, chemistry and physics, and vocational agriculture; (2) high school rank; (3) farm experience; (4) size of high school and home county location. He found that *students with vocational agriculture training in high school had a higher scholastic record in technical agriculture, mathematics, botany, and chemistry, and on the average of their total college program* than did the students without vocational agriculture in high school. However, they did not do quite as well in English.

James Long at Oregon State College studied the academic achievement of 90 former vocational agriculture students who enrolled in the Oregon State Engineering College. He found that, as a group, the former vocational agriculture students in freshman engineering performed equally as well as the rest of the freshman class in engineering.

These results are typical of the results found in almost all studies conducted to compare graduates of the vocational agriculture program with graduates from any other curriculum in the high school.

Psychologists tell us that we learn most efficiently those things in which we are most interested. Boys elect to study vocational agriculture because they are interested in it. They learn to solve problems in feeding livestock, producing crops, and managing the farm business because they are actually feeding livestock, producing crops, and managing farm businesses. Their interest in these areas is heightened by their financial involvement. If they don't do a good job, it costs them money. This factor also stimulates more interest and encouragement on the part of the boys' parents. All of this results in an ideal learning situation.

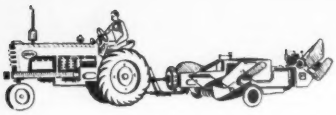
We need students in colleges of agriculture with the supervised farm experience that can be gained from vocational agriculture. Many students with little or no farm experience wish to prepare themselves in colleges of agriculture for professions in agriculture. In spite of what you may have heard, we don't have any courses in how to milk a cow or drive a tractor. They should acquire those basic farm skills and experience before coming to college.

Research has shown us that there is no course or curriculum that will prepare students for academic success in college any better than another. Specifically, the available evidence shows that the experiences acquired in the vocational agriculture program help to provide attitudes, appreciation, experiences, and educational background needed for academic success in higher education.

On the basis of this evidence, as well as on the basis of personal experience, I am convinced that a good high school vocational agriculture program is a satisfactory preparation for college and university work.

A Summary of Recent Studies to Determine
the Relative Effectiveness of the Vocational Agriculture Program
as Preparation for Academic Achievement in College

		Voc. Agr. versus other			
Study	*Date*	*Better*	*No Difference*	*Inferior*	*College Subjects tested*
U. of Cal.	1958		x		Average of all subjects
				x	English
Ohio State	1958	x			Tech. Agr., Bot. Math, Chem.
Ore State	1958		x		College of Engr. Courses
		x			All Agr. subjects and Zoology
		x			Botany 1
U. of Mo.	1957		x		Botany 1
Kansas State	1957	x			Farm mechanics courses
Iowa State	1957	x			Average of all subjects
U. of Md.	1954		x		Average of all subjects
Clemson	1955		x		Agr., Math., Science
N. Car. State	1954		x		Agr. subjects
Okla A&M	1953	x			Average of all subjects
Colo. A&M	1951		x		Agr. subjects
Iowa State	1950	x		x	Chemistry
Iowa State	1949	x			Botany
Iowa State	1949		x		Poultry Courses
Iowa State	1949	x			Agricultural Engineering
U. of Nebraska Unpubl.		x			Average of all subjects



"I believe in the future of AGRICULTURE"

Alyce W. Lowrie
Director of Information
Agricultural Council of California

Thirty-four years ago, a city girl completely apart from agriculture in any of its manifestations, I inexplicably decided that I wanted to study agriculture. More than that, I wanted to spend my life working in the agricultural field. I had a difficult time convincing Dad, but I managed it, and I have never regretted the decision. Uninformed and uninitiated in agricultural matters, I believed in the future of agriculture then. How much more confidently I believe in it now!

For during the past 34 years I have watched with wonder and excitement and elation the incredible progress, the revolutionary changes taking place in my chosen field. I have seen gleaming milking parlors erected where cows were once milked in rude outdoor stanchions in muddy corrals. I have seen the yield of strawberries per acre multiplied 20 times. I have seen once arid wasteland growing cotton that yields three bales to the acre.

For 34 years I have watched the mechanization of agriculture, accelerated during the most recent decade to the point where orchard trees are mechanically pruned; walnuts, almonds, beets and cotton are mechanically harvested; and soon grapes and tomatoes will be mechanically picked. I have watched the development of heavy implements drawn by heavy tractors making possible the proper tillage of heavy soils.

In the past 34 years I have seen the successful introduction of bulk handling of fruit—first apples, then pears, then peaches and apricots, perishables that were once thought unadapted to bulk handling methods. Is this mechanization that involves higher investment per acre and per farm a step in the right direction? Yes, when it is interpreted as part—a major part—of a solution to the farm labor problem, which includes competition with industrial wage-rates in nearby urban areas and social consequences of seasonality in labor demand that is inevitably associated with speciality crop production.

I believe in the future of agriculture because research and farmers' ingenuity together have developed disease prevention and control measures, insecticides, fertilizers, irrigation systems, nutritional standards and management techniques that have steadily increased output per acre, per man-hour, per animal unit and per pound of feed. As a result, agricultural production has been doubled during an era in which the total of cropped acres has slightly declined and the farm labor force has been reduced by 50 per cent.

I believe in the future of agriculture because people will continue to eat and eat well. Rising incomes among the American people — and abroad—support more varied menus and high per capita consumption of animal products, fruits, and vegetables. Moreover, there is ample evidence in our supermarkets that Americans are susceptible to dietary persuasions—new foods with a maximum of prepurchase preparation. Recent emphasis on prepared infant foods and the dawning geriatric food industry point to new avenues of specific food distribution. New and better methods of transporting, storing, preserving, and packaging are particularly important to such peripheral production areas as California and Florida.

I believe in the future of agriculture because of the new look and the new level of competence among modern farmers who combine brain with brawn, who are informed as well as skilled. Today's farmer is increasingly an innovator, an experimenter. *Tomorrow's farmer had better be!* No longer is the farmer plodding in the footsteps of his father and grandfather, although he may be operating a farm that they built and bequeathed to him. Today, he is a technological pioneer. The results of research evolved in halls and laboratories have been read and heard and applied. And farmers are at last learning to produce in response to market demands, are becoming more alert and flexible as producers.

I believe in the future of agriculture because the research that has helped farmers to produce more efficiently is now working to help them market more successfully . . . because many farmers are working together through cooperatives and under marketing orders toward more economical procurement and processing and more orderly marketing . . . because business is wise enough to recognize the interdependence that binds agriculture to the steel and petroleum and container and transportation industries—and which binds these industries and many others to agriculture . . . because our American agriculture is fundamentally blessed with temperate climate, abundant sources of irrigation water, and a great variety of fertile soils. No one who has ever traversed this land of ours could escape be

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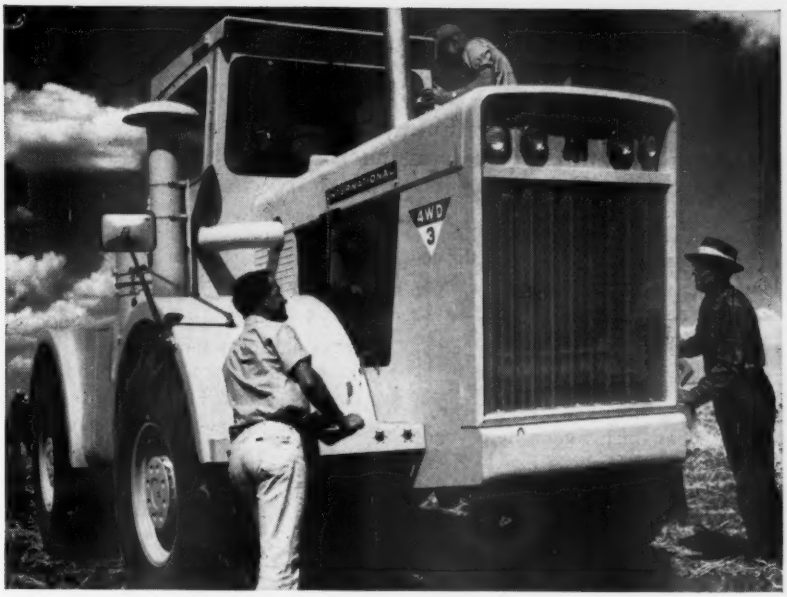
looks ahead!



You'll soon be seeing this giant 4-wheel-drive tractor! Three-hundred horsepower gives it the speed and pull to set new acre-per-day work records. And it's more nimble than much smaller rigs. It steers with all four wheels . . . even "crabs" to farm steep slopes where only a crawler dare follow. Bold new IH ideas promise a bright future for farmers.

Idea factory is an investment in tomorrow's agriculture

Ten acres under one roof . . . all devoted to developing better farm equipment. That's International Harvester's Farm Equipment Research and Engineering Center at Hinsdale, Illinois.

Here nearly 1,500 men . . . engineers, soils experts, chemists, metallurgists, even atomic scientists . . . look ahead to the needs of tomorrow's farmer. These men know farming and farm needs. The most modern laboratories and facilities in the farm equipment industry are at their disposal. Design, development, and testing of farm equipment go on twenty-four hours each day.

Test machines aren't babied . . . they're abused. In an indoor field, planting, tillage, and other tests continue, rain or shine, the year around. On a test track, tractors pull heavy loads at wide-open throttle, day and night.

Field-going laboratories follow new machines far into the countryside where engineers measure, with amazing precision, the actual stresses and strains of rugged field use.

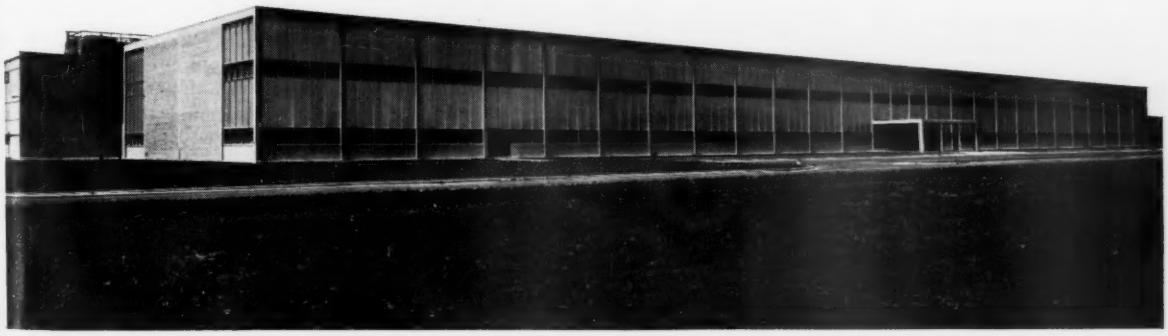
And at the research center, machines twist and jolt implements being tested to duplicate stress and strain of field use. Thus engineers crowd 10 years of normal farm use into as many weeks . . . wear machines out fast to find and eliminate weak points before new designs go to the farmer.

Building farm tractors and equipment best fitted to the farmer's needs has made IH first in farm equipment. And the greatest research and development program in the industry will put tomorrow's IH farm equipment even farther ahead.

INTERNATIONAL HARVESTER

World's largest manufacturer of farm equipment

World's biggest farm equipment research center puts 10 acres of tomorrow under one roof. Here, design, development, and testing of farm equipment are carried on by skilled teams, using the most up-to-date equipment and instruments.



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"Unavoidably and inescapably, I believe in the future of agriculture, because I believe the testimony of my eyes and ears and experience, and I am keenly aware of the constructive changes that are taking place in the agricultural environment in which I live and move and have my being."

ing impressed and thrilled by the kaleidoscope of its agricultural patterns, the vast and verdant evidence of its productivity.

I believe in the future of agriculture because, year after year, I watch young men and a few young women (nonconformists like I) developing farming programs, accumulating knowledge, learning techniques, becoming established on farms or in agribusiness. These are young people with dreams and the courage, capability, and determination to make their dreams come true. And I know that there are tens of thousands of Americans—young and older — who are strongly attracted to agriculture, not as an idyllic way of life or retreat from urban strife (although this may be a factor in the appeal), but as a business and an art, at once challenging and rewarding. They are drawn by its individualistic aspects, in ownership and decision-making; they are seeking an out-of-doors environment; and they are attracted by its promise of creativity. For creativity is not restricted to the fine arts. It takes art and imagination, as well as scientific know-how and skill to breed and raise, to feed and fit, to plant and grow, to cultivate and train. The sight of such things, issuing from his hands and brain, ranks high among the rewards of the successful farmer, and will continue to attract men of vision and competence to agriculture.

No, I am not blind to the problems of agriculture or the failures in farming. I have been a farmer and have learned lessons the hard way. But these hard-learned lessons have not alienated my affections from agriculture.

I know that two administrations and the best advice of agricultural experts across the country have failed to solve the problem of mounting surpluses. Yet I still feel that there are worse calamities than abundance. Costly as these surpluses have been, and are, to store and divert in an effort to support prices artificially, the billions spent on this project have had some productive effects—in upgraded diets for needy families, in school lunch programs, in subsidized exports of food to underfed nations. And in a sense, there is a safety factor in surplus. I remember the years in which the flow of gold into this country, added to our already top-heavy U.S. stores of this precious metal, caused concern. I think of our present alarm at the sudden reversal of trend.

Nor does the decreasing number of farms in America presage the decline and fall of American agriculture. The fewer farms are larger and more costly —also more efficient, in most instances. It is more difficult for young men to become established on farms of their own. But the opportunities in agriculture and agribusiness are not curtailed. For many young people entering the field, there is more assured security, for a while at least, in working for another than in self-employment in a farm operation that may be too small to be economically sound.

Problems, risks, discouragement? Agriculture has its share. Is any other industry immune? But I have no time for the prophets of doom, the pessimists who proclaim that this is a contracting, hazardous, unpromising field —who stress subsidy and supports, controls and costs.

You and I have an obligation beyond the teaching of facts and figures, of science and skills, to the farm people with whom we are closely associated. It is our duty to offset the dour doubts of an urban-oriented press, of all those who stress agriculture's problems and fail to proclaim its great contribution to our economy. Agriculture and its *related businesses and services comprise 40 percent* of that economy.

We would not minimize the negative aspects of the agricultural outlook; we must be realistic. Precisely because we *are* realistic, we can accent the positive—the modern magnificence, the progress and potential, the power of American agriculture—yours and mine!

Value

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owners, in crop, livestock, and total gross products.

5. No significant differences were found between veteran and nonveteran graduates included in the sample with regard to dollars livestock, crop or total gross products.

6. Graduates with vocational agriculture were as successful in occupations other than farming as graduates without vocational agriculture when measured by the three criteria employed.

   a. The graduates with vocational agriculture scored higher than the graduates without vocational agriculture in all three criteria, but the differences were not statistically significant. The mean annual occupational income for graduates with vocational agriculture was $4,645, as compared to $4,420 for the graduates without vocational agriculture.

   b. Comparable nonsignificant variations were observed when the graduates who were not farming were classified by occupations related to farming and occupations not related to farming.

   c. Significant, positive correlations were found between annual earned income from the occupation and the prestige score of the occupation, between income and satisfaction with the occupation, and between prestige and satisfaction.

Guidance Activities By Vocational Agriculture Teachers

Dr. Harold M. Byram

Michigan State University

- Many educators have recognized for some time that smaller proportions of farm youth, than of urban youth, continue education beyond the age of 15, participate in extracurricular activities of the school, aspire to a college education, or actually acquire a college education.
- Some studies reveal students of vocational agriculture to be inferior in reading ability compared to high school students as a whole.
- It has been shown that farm youth and their parents generally consider planning to farm and planning to attend college as being incompatible.
- Other studies shown that a farm youth's interests and educational aspirations may change. Many with sufficient aptitude for success in higher education do not go to college, while others without sufficient promise aspire to higher education.
- Studies of the success of college students of agriculture generally indicate that former students of vocational agriculture succeed as well as their classmates who have not been so enrolled.[1]

As these facts and related information about farm youth become better known and understood, educators have become impressed with the imperative need of youth for competent guidance in solving their problems of educational and life planning.

There are several aspects of the school and community in which farm youth live that make it difficult for them to get the kind of guidance they need. Most of them attend the smaller high schools which generally have narrower curricula than the average, with a resultant lack of exploratory courses and activities. These schools also are generally lacking in organized guidance services. The great majority do not have trained counselors.

Farm youth probably get more work experience than urban youth, but this experience is apt to be limited to the farm. Opportunities to explore other occupations in village or small-town communities are limited. If farm youth have to depend on parents, people of the community, and academic teachers for their information regarding agricultural occupations, they will be handicapped.

Concepts of the scope of agriculture as an occupational field vary. While the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook* recognize many occupations that are of an agricultural character, the United States Census Bureau still appears to regard agriculture and farming as synonymous. Since census reports receive greater general publicity, many educators and the general public are constantly gaining the er-

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[1] See review of 32 studies by Frederick K. T. Tom, "College Success of Former Students of Vocational Agriculture," *The Agricultural Education Magazine*, 32:172 - 176, February, 1960.

roneous impression that agriculture is a declining occupational field and one that is limited to farming.

Although the percentage of the labor force who are farmers may be reported as less than 10 for the country as a whole, too many teachers and administrators in farming communities fail to realize that the percentage for their communities may be 25 to 30 or higher. There also may be a failure to realize that the declining percentage in farming is due largely to the increase in the *total* labor force, rather than to a sharp decline in actual numbers of farm operators.

There is an unfortunate scarcity of organized, published information about many of the off-farm occupations in agriculture. The dearth of information is due in part to the fact that the opportunities for employment in off-farm agricultural occupations are in the larger centers of population, while farm youth are generally in small-town communities. There is much that teachers and counselors do not know, but need to learn about these occupations: their number, the farm experience and/or training in agriculture desirable, and the nature and conditions of the work.

Problems in Starting

The increasing number of workers in agricultural occupations off the farm is only one of the changes affecting the need for vocational guidance of farm youth who would like to capitalize on their farm experience. It is becoming increasingly difficult to start and make progress in farming, because of capital required, difficulties in finding farms, and associated factors. Increasing technology in agriculture requires new or different abilities which some farm youth may not be capable of acquiring. The increasing numbers of farmers working off the farm part-time is affecting the outlook for farming and rural living, as well as the use of agricultural land and farming equipment.

The teacher of vocational agriculture is in a strategic position to assist in the guidance of farm youth. He has more information, or at least access to more or better sources of information, on occupations of an agricultural nature, than any other member of the school faculty. Too, the teacher has access to sources of information regarding the educational requirements of these occupations.

No teacher in the school has a greater opportunity than the teacher of vocational agriculture for individual conferences with students and their parents in their homes and on the farm. He can help to validate announced interests and note the attitudes of parents toward these interests. He can also assess resources for farming and farm experiences. Unlike most teachers, he usually will have continued contact with farm youth for four consecutive years. Many teachers of agriculture get acquainted with their prospective students one or two years before they are in high school, and also follow up many of them for several years after graduation or leaving school. The teacher of vocational agriculture usually is well prepared and practiced in giving individual instruction, so he can help youth to analyze personal, educational, and vocational development problems.

There are many ways in which the school counselor can help the teacher of vocational agriculture in guidance activities. Likewise, the teacher of vocational agriculture can greatly assist in the total guidance program of the school.

> "The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards."
>
> —Anatole France

The agriculture teacher would be the first to acknowledge his inadequate preparation for some of the activities that might be included in his role in guidance. He should, therefore, seek help from a well qualified counselor, if available. The teacher usually needs help to understand and interpret the results of vocational interest inventories and of general and special aptitude tests. He should refer students of vocational agriculture to a guidance specialist for counseling of a type which he himself is not qualified to give. The counselor will in turn, when appropriate, refer the student to other qualified persons for specialized assistance.

The counselor or guidance director in most schools will be expected to assemble comprehensive records of students and to make these available to teachers. These records should include personal data, records of achievement and test scores, information on educational and vocational plans, and students' problems. The teacher of vocational agriculture should seek help in interpreting this information. The teacher could make good use of much of it to make his conferences with students and their parents more productive. Finally, if aware of the strategic position of the teacher of vocational agriculture, the counselor should refer students to him for information and advice. The counselor should expect the teacher to provide information on agricultural occupations and the educational requirements and programs of training for agricultural occupations. The counselor or principal should request the teacher of agriculture to provide advice regarding enrollment and continuation in courses in agriculture.

Point of View

There has been a marked swing in point of view on this matter of guidance regarding enrollment. The earlier viewpoint laid stress on selection. The major objective appeared to be to "screen out" unsuitable trainees. This approach was founded on the assumption that there would be more applicants than trainees. The school accepted little responsibility for those rejected. The choice or decision would be up to the school. It would be the correct one and would not be subject to change or review.

The newer concept of vocational guidance gives greater emphasis to what an individual wants to become an ' is capable of doing, and to the realization that specific competencies needed by workers two decades from now cannot all be predicted solely on the specific nature of present-day occupations.

One of the very important services that can be rendered, and which should be realized by the administrators and the guidance personnel, is that of advising students regarding enrollment

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from the Public Information Committee

Helping the Public to Decide about Institutions for Education Beyond the High School. The primary purpose of the AVA Committee on Public Information is to help the public and its representatives (members of boards of education and legislators) to make the decisions about vocational and practical arts education which they are being required to make.

Perhaps the most difficult decision about education now facing the public is that of how to organize and finance post-high school education in institutions other than four-year colleges, graduate schools, and professional schools. In almost every state and in many communities decisions are being made, some wise and some very foolish.

It is critically important to the public that adequate programs of vocational-technical education be provided for students beyond high-school age. A decision must be made as to whether this type of education is to be provided in a comprehensive institution, which also provides college-credit courses of the type the junior colleges now offer and comprehensive programs of adult education (general and vocational) *or* in special schools for advanced vocational and technical education. Vocational educators can serve the public by promoting all of the facts and considerations needed in deciding.

In either case, new areas larger than existing school districts must be organized and new methods of finance, largely from state sources, must be devised. The public is not accustomed to thinking about education thus organized and financed.

Insofar as the public has thought about post-high-school institutions, it has thought mostly of two-year junior colleges, supported by local school districts, and designed for students who will transfer to four-year colleges—although only one in three who enroll in these institutions actually transfers.

If this pattern of thinking remains, we could spend decades building these institutions in scattered communities where they are feasible and end with a lot of money spent for small, inadequate institutions and most of the country unserved by any post-high-school institution.

Current Interest in Education for Aging: It's Relation to Vocational Education. Delegates from all over the country gathered at Washington the week of January 9 to consider the problems of aging. One hundred sixty of them were in the section dealing with education. Another section recommended the training of personnel for work with the aging and aged. Eighteen of the 20 sections of the conference dealt in special ways with education, so that it could be fairly said that education was considered to be the principal means of dealing with the problems that the conference was convened to consider.

Following the conference, twelve persons were summoned to review and evaluate the recommendations regarding education. The group included the Executive Secretary of the American Association of School Administrators, the First Vice President of the National School Boards Association, and a leading state superintendent. It was the consensus of this group that a large part of the problems faced by the aged have developed because of inadequate and inappropriate education in childhood, youth, early adulthood, and middle age, and that most that can be done regarding education for aging will be done before individuals become a part of the age 65-and-older group.

The reviewing group placed its chief emphasis upon a program of continuing education for those who have left full-time schooling, the responsibility for the program to be placed primarily upon the public schools and colleges, which should be given the funds, personnel, and facilities to do the job. It saw only slight melioration in most of the present means of dealing with aging: state commissions on aging, action by voluntary organizations, and welfare provisions for those already past 65. The group viewed as very important in preparing

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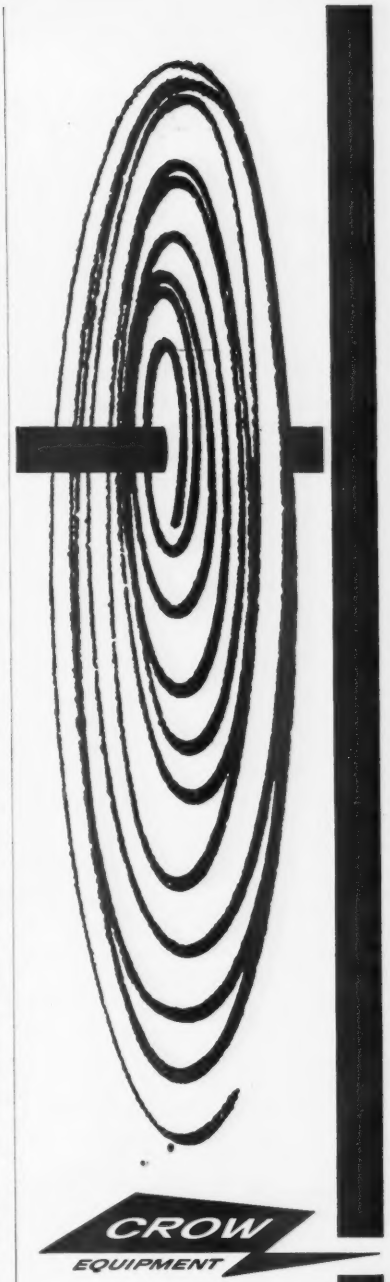

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THE AVA PROGRAM OF WORK

1961–1962

The program of work comprises the activities in which the members of AVA are engaged at a given time to promote, protect and improve all phases of vocational and practical arts education. It is customary to set forth a statement enumerating these activities each year so that the members may know specifically what is to be accomplished and can be a part of this unified effort.

The AVA program of work originates from the membership. The resolutions approved by your delegates at the annual convention become the prime objectives for the fiscal year. Other sources from which the program of work are drawn are the divisional policy and planning committees, AVA Advisory Council, AVA general committees, AVA divisional committees and from the AVA Executive Committee. It should be noted that there are many things that develop without previous notice and require immediate action to protect the interest of vocational and practical arts education. Your staff in Washington is always alert to seek out any matters of this kind and take immediate steps to correct the situation.

It should be noted that the statement of some activities are necessarily broad in order to encompass all the things that are closely related. In other instances a rather specific activity is named. The method of accomplishing some activities may require a number of approaches. Others may be continuing activities with a degree of accomplishment to be expected each year.

The following is the program of work for the 1961 fiscal year of AVA.

* 1. Urge Congress to amend the George-Barden Act, Title I, to authorize annual appropriations of $60 million and to permit use of such funds for the purchase of equipment and supplies that will become the property of the state.

* 2. Request the Congress to extend and amend Title VIII of the National Defense Education Act of 1958 so that funds may be used for developing area programs of vocational education essential to our Nation's economic well-being on a more comprehensive basis.

* 3. Request Congress to extend for another five years the authorization for annual appropriations for practical nurse training programs and to amend the law in such a manner as to permit the use of funds for practical nurse programs which started prior to August 2, 1956.

* 4. Reaffirm AVA's position of long standing favoring the continuance of the Smith-Hughes Act and pledge vigorously oppose any effort to amend, repeal or modify this Act.

* 5. Urge Congress to enact appropriate legislation to provide education and training for veterans who first entered the military service after January 31, 1955.

* 6. Renew efforts to secure the cooperation of various government agencies working in research to expand these programs to include needed research on the faimly as it functions today.

* 7. Suggest to state associations they encourage their membership to make full use of the findings and recommendations of the White House Conference on Children and Youth.

* 8. Request the United States Office of Education to establish a National Advisory Committee for Trade and Industrial Education which will be representative of labor and management groups.

* 9. Encourage state and/or regional conferences on Industrial Arts.

* 10. Urge the United States Office of Education to increase its staff in Industrial Arts.

* 11. Urge the United States Office of Education to continue its leadership in Office Occupations.

* 12. Urge the United States Office of Education to continue the activities of the National Professional Curriculum Materials Committee, including provisions for a regular schedule of meetings.

13. In cooperation with state vocational director organizations investigate the feasibility of setting up standards for accrediting vocational-technical programs.

14. Continue the program of public information committee to provide to the public a better understanding of the contributions of vocational and practical arts education.

15. Promote needed research in vocational and practical arts education.

16. Lend assistance to the international efforts in behalf of vocational and practical arts education.

17. Strengthen the professional attitude of vocational and practical arts educators by giving assistance to state associations.

18. Strive for membership in AVA equal to the potential in each state.

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* Taken from Resolutions at the House of Delegates, Los Angeles, Calif., December 8, 1960.

DECA

by Harry Applegate

Executive Secretary

Distributive Education Clubs of America

KEEPING PACE with any growing youth organization is a fascinating job! And because DECA has grown constantly since its beginning, it is always a privilege to tell why.

Distributive Education has been likened to the three-legged stool: the legs being the adult program, the cooperative, part-time program, and the club program. Each part is necessary for the whole to function properly; each has its place and purpose.

Clubs are as necessary to DE as any professional association to its own field, or as a merchants' organization is important to its community.

Clubs are the show-window of DE; the public relations tool for DE; the student interest tool for DE coordinators; the practical method necessary in teaching civic and social responsibilities; the liaison which contributes to program acceptance; a public relations tool of the school which is active daily in the community; a communications aid for the DE program; a stimulus for higher achievement for both student and teachers; and an excellent avenue for the teaching of America's base—our free, competitive enterprise system.

Not all DE Clubs follow the same operational pattern, but basically all have the same purpose. DE Director, John A. Beaumont, explains it this way: "Projects of school-connected clubs should first of all be educational in nature. Clubs must be identified with at least one or more educational goals. Clubs connected with the DE program must involve activities that contribute to the teaching of marketing and distribution."

Clubs, then, have two basic purposes: to contribute to a well-balanced DE program, and a well-rounded individual. Someone has asked "How do you distinguish club activity from class activity?" T. Carl Brown, state supervisor of DE for North Carolina, says: "Class activity is teacher-dominated and directed. Club activity is student-directed. Suppose the class is studying a project where an outside speaker is desired. The teacher makes the decision, invites the individual outlining what is desired, introduces the person to the class, and later writes a thank-you letter for the speaker's efforts. This is strictly a teacher-planned, class project.

Please turn page

Beginning in 1947 with only 800 students in the 17 charter states, DECA membership has increased every year. Currently there are over 21,000 members in 42 states and Puerto Rico.

"If, however, the teacher makes it known that a speaker is desired for a specific subject on a certain date, then allows a committee of students to handle the project—write the invitation, introduce the speaker, write the thank-you letter, etc., this becomes a club activity. It has been student-directed, with the teacher serving as an advisor."

DE clubs are active on a local chapter, state association, and national basis. If the question is ever raised whether school administrators favor DE clubs, the answer is *yes*. Our National Leadership Conferences Contest and Awards Program has just recently been approved for the *eighth* consecutive year by the National Committee of Contests and Awards for the National Association of Secondary School Principals.

But there are other reasons for the acceptance and growth of DECA. As local chapter activities gained community support for the program, company managements began to take a second look at the possibilities offered by Distributive Education. Being constantly interested in new blood for positions of responsibility, managements saw a ready-made program of selection already operating in the public schools, and they also saw their corresponding clubs as the vehicle by which they could further encourage and support the program.

As store managers were encouraged by their top-management to contact teacher-coordinators locally to gain first-hand knowledge of DE for that community, teacher-coordinators were not only happy to work with them, but encouraged their participation on the program's advisory committee. Thus, each company representative shared in the responsibilities of locating good training stations, which in turn aided their school and community.

Why DISTRIBUTIVE EDUCATION Clubs?

- Clubs **satisfy basic psychological needs** that are not wholly satisfied in the formal program of instruction.
- Clubs stimulate **higher standards of performance** for both student and teacher.
- Clubs serve **to dignify** and glorify **career** choice.
- Clubs **establish rapport** between student and teacher not possible in the formal program of instruction.
- Clubs afford **freedom of individual expression** not possible in the formal teaching program.
- Clubs serve as a **method of teaching** specific projects.
- Clubs encourage and **contribute to job competency**—the basic purpose of Distributive Education.
- Clubs **develop an appreciation for advancement** in a chosen occupation.
- Clubs **develop an understanding of Civic and Social obligations** of those engaged in distribution.
- Clubs **develop** a sense of **Individual Responsibility** which contributes to mental and emotional stability.
- Clubs provide **motivation** and **stimulation** to help reach maximum potential of student and teacher.
- Clubs allow **practical application** of Distributive Education through competition.
- Clubs provide business on **avenue of participation.**
- Clubs provide **activity and recognition specifically designed for DE students** on local, state and national basis.
- Clubs allow **opportunity to appreciate, understand, and implement the unenforceable obligations of citizenship** in our free, competitive enterprise system.

Organization

DECA is an organization of State Associations which in turn consist of local chapters. DECA is the liaison representing each in dealing with the national interests affecting them. It is the only organization working full-time toward good public relations in behalf of all DE clubs.

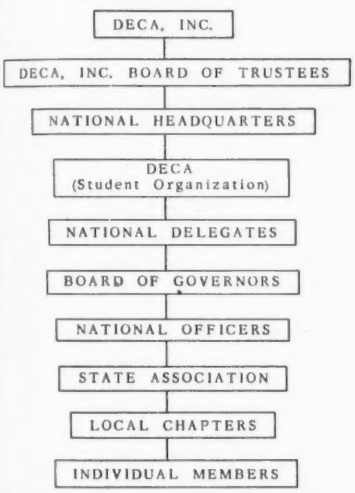
Clarity of function and purpose is achieved when it is understood that Distributive Education Clubs of America is basically two different organizations, both, however, working toward the same goals. Because of the age of student-members, it is necessary to have an adult organization to serve as the legal, sponsoring agency of the youth movement. This body of adults is referred to as DECA, Incorporated, and consists of the head state supervisor for DE in each state affiliated with DECA. The student organization is referred to as DECA. DECA, Inc. holds its anual meeting during the AVA Convention, and consists of the state supervisors from the 42 states affiliated with DECA. These 42 representatives elect nine of their members to serve on the Board of Trustees as the policymaking group in their behalf. The tenth trustee membership is

National officers of DECA during a recent reception by former Secretary of Commerce Mueller in the Nation's Capital. Back row, left to right, Aldon Cook, Idaho; Pennsylvania State Advisor Ken Pfeiffer; David Wells, Massachusetts; Ralph Markham, Washington; Director of Distribution Harry Ketchum; and DECA staff members Harry Applegate and S. E. Nevan. Front row, Advisor Ellen Coody, Georgia; Assistant Secretary Oechsle; Barbara Patton, Oklahoma; Secretary Mueller; Doris Gillming, Nebraska; Gary Dobbs, Oklahoma; and DECA President Hall Cole, Texas.

allotted permanently to a representative of the DE Branch of the U. S. Office of Education and is Currently filled by John Beaumont, Director of the Branch. The ten, in turn, hire an Executive Secretary for DECA, Inc. to administer the national headquarters of DECA in their behalf.

DECA (the student organization) holds its annual National Leadership Conference in April of each year and is governed by voting delegates representing the states—currently 184. These delegates elect national officers to serve as an executive committee representing all student-members.

ORGANIZATION CHART



In addition to handling the business accruing over the year and electing national officers, the National Leadership Conference provides an excellent opportunity for competition in contests pertaining specifically to the program of instruction. The primary objective of the Contest and Awards Program is to recognize outstanding individual and group achievements. From the very inception of DECA, this phase of the national program has been considered an integral part of the club organization. Over the years, the contests have been carefully analyzed and evaluated from the standpoint of being educationally sound and will continue to be reevaluated. Every effort has been made to keep the contests practical and to make them realistic and helpful as an educational experience for contestants.

The interest demonstrated by adult leaders of DE is no doubt accountable for the wide acceptance and growth of this youth movement. Their insistence on educational standards and periodic examination of developmental methods have allowed us to keep pace with demand.

There is another reason for DECA growth. For the past six years the number of workers in the distributive occupations in America has exceeded the number in production. This is a direct reflection upon the importance of our free-competitive enterprise system in the areas of marketing and distribution. DECA is the only youth organization in the nation's public schools with the purpose of attracting young people to careers in the free-enterprise areas of marketing and distribution.

With constant promotion of our four basic areas of activity—vocational understanding, civic consciousness, social intelligence, and leadership development—the members of each local chapter are not only proud of their career endeavor, but are also proud of their membership in a youth organization that touches the very heart of our nation's strength—distribution!

Public Information

From Page 27

for aging the continuous readjustment through vocational-technical education of young and middle-aged adults to changing occupational conditions. It thought that many of those who had reached 65 could continue to be useful, or could be made useful, by job retraining.

Two Situations, One Principle. These two issues confronting the public (area post-high-school institutions and education for aging) are examples of issues that arouse high public interest to which programs of public information can be hitched. If either issue is to be discussed adequately, vocational education will have to receive a great deal of attention.

There are more ways in which vocational educators can serve the public than by providing vocational education. It is a comparable public service to assist the public in deciding why, how, when, and where to provide vocational education. Without programs to inform the public about occupational education, which only vocational educators are likely to supply, a good many communities and states are likely to miss the boat during the next few years in providing post-high-school education and education for aging.

An article in *Science* for November 25, 1960 indicates the reasons why 605 applications for research grants were refused. These rejected proposals covered a variety of types of studies. The most frequent reasons for rejection were: "The proposed tests, or methods, or scientific procedures are unsuited to the stated objective," "The problem is of insufficient importance or is unlikely to produce any new or useful information," "The investigator does not have adequate experience or training, or both, for *this* research."

The AVA Research Committee would like to suggest that anyone planning to submit a request for funds for research should get competent assistance in preparing his proposal. Many universities are able to provide such service, and the AVA Research Committee will be glad to try to put you in touch with persons who can be of help to you.

●

Herbert Siegel has been appointed director of Industrial Arts for the New York City School system. Former chairman of Industrial Arts education at John Jay High School, Brooklyn, Mr. Siegel will have supervision over more than 1000 teachers of industrial arts.

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Miss Coon receives an orchid from Mrs. Rosa Loving

Bouquets to Miss Coon

From

Mrs Rosa Loving

on announcing a graduate fellowship in Miss Coon's honor

Many of us have had the privilege of Miss Coon's help and guidance. Because we hold her in such high esteem, because we are so appreciative of her help, and because we know her outstanding contribution to vocational education and to home economics in particular, we would like to try in a small way to express our appreciation.

We believe that a project of this kind will be in keeping with your beliefs and goals you have worked to achieve. We hope that through cooperative efforts in the years ahead this project will grow and grow and that it will develop to the point that it will be worthy of you and other leaders in the field of home economics education.

From

Dr. Julia Dalrymple

representing the AVA home economics division committee on research

We are especially grateful for your leadership in your research efforts in home economics education. For us you symbolize the progress we have made in this area of our concern. As the first research specialist in the Home Economics Education Branch of the U. S. Office of Education, undoubtedly you have advised more home economists in colleges, universities, state departments and professional organizations than any other single individual. You have been the guiding influence in the movement toward cooperative research efforts in our field.

We appreciate the manner in which you have challenged us through your insight and calm deliberation in making sound decisions. You always sought to broaden our vision of an improved systematic approach to our problems. You have successfully attained one criterion of a good researcher—a person of imagination and integrity with a capacity for precise and critical thinking. With sincerity we honor you today as our research leader.

From

Dr. Berenice Mallory

representing Miss Coon's co-workers

in the Home Economics Branch, U. S. Office of Education

I want to try to tell you how we feel when we think of your work in the Home Economics Education Branch and of your contributions to the Office of Education and to its service to vocational education and home economics education in the states.

First, we cherish you as a co-worker. We are grateful that we have had the rare privilege of working with you. We appreciate deeply . . .

- your listening capacity. The attentiveness you give no matter what the topic and the way you always find time to hear a story out and to appear to have all the time in the world.
- your open-mindedness.
- your perseverance, against all odds and discouragements, in trying to find new and better ways to move forward in home economics education.
- the way you can support and help people but never take over the job.
- your infinite patience.
- your deep respect for personality and for individuality.
- your integrity and your unwillingness ever to compromise basic principles.
- your prodigious fund of information—knowledge of where to go to get information about so many aspects of home economics —we wonder what we shall do without the Beulah Bureau of Information.

Next we admire you as a teacher . . .

- your consistency in applying basic principles of learning
- your ability to do critical thinking and to help others—sometimes force them—to face facts and possible consequences of action as they solve problems.
- your skill in challenging people to think of many ways to attack and solve problems.
- your ability in a group to seem to be on the sidelines when in fact you are in the middle or out in front.
- the way you have challenged us to make changes which have promise for improving home economics.

Finally, we feel that in your work you epitomize the best in Federal Service. A handbook of the Office of Education in describing the Federal role in education states that the Office

- recognizes that the schools belong to the people (and) that their strength is derived from the people
- that if the schools are to serve the diverse needs of the people, the people directly concerned must determine the procedures, the policies and the curricula

It goes on to say that in the light of these premises the Office seeks to provide National leadership without domination and assistance without interference and that it seeks to fill gaps in information and services and to stimulate ideas and action.

Your service since 1930 in the Home Economics Education Branch of the Office has truly been an example of the fulfillment of these purposes.

We all know that because you have cared about homes and families and have envisioned the contribution of home economics education to better family life, because you have served so many so well, the status of home economics education has been enhanced in our country and abroad and the stature of many home economics education workers has been raised.

Miss Beulah I. Coon, who retired February 3, 1961 as Specialist in Statistics and Research, Home Economics Education Branch, Office of Education, is a native of New York State. She received a Bachelor of Science degree from the University of Wisconsin; the Master of Science degree in Education from Columbia University; and carried on further advanced study at the University of Chicago and Teachers College, Columbia University.

Her professional experience has included high school teaching in Alabama and Wisconsin, state supervision of Home Economics in Arizona, direction of home economics education at the University of Nebraska, and the teaching of home economics education courses at the University of Chicago.

Miss Coon was appointed Agent for Studies and Research in Home Economics Education, in 1930, when the National Federal Vocational Education Acts were administered by the Federal Board for Vocational Education. From the beginning her program has emphasized research and studies; curriculum development, and programs of teacher education. She has written parts of books and bulletins published by the National Society for the Study of Education, the American Education Research Association, and the Society for Supervision and Curriculum Study. She has represented home economics in the work of the National Council for Accreditation of Teacher Education.

Miss Coon was a recipient of the AVA's Outstanding Service Award at the Los Angeles convention last December.

From

Dorothy Lyle

President, American Home Economics Association

(A telegram)

The programs of both of our Associations as well as its individual members have been inspired by her calm and deep thinking and by her warm and willing helpfulness in responding to our many and varied requests. Her initiative and imagination have added purpose and strength to home economics throughout many of its fruitful years. We send warm personal wishes for her continued happiness and participation in home economics programs.

School needs are often neglected by . . .

IN-SERVICE TEACHER EDUCATION PROGRAMS

L. Joseph Teufner
Fitzgerald High School
Warren, Michigan

GENERALLY, four years of study in an institution of higher learning is considered sufficient to prepare a teacher for his initial teaching assignment. The beginning teacher will, however, soon discover serious shortcomings in his professional preparation. For his lack of competences needed for his teaching assignment he would not be wholly justified in criticizing his teacher preparation institutions for being remiss in their responsibilities. Surely no one program of undergraduate study could fully prepare a teacher for all the uncertainties that will continually confront him in his profession. Recognizing, then, the need for the continuous education of the teacher is of concern to all interested in advancing the teaching profession.

This additional education required of teachers is usually described as in-service teacher education. However, there appears to be no clear identification as to who is responsible for in-service programs nor is the time and locale of these activities specified. The definition for the in-service education of teachers accepted by the American Vocational Association is "instruction and supervision for employed instructional personnel, for the purpose of improving their professional abilities."[1] This definition could serve well as the guide for what in-service teacher education might well be—i.e., that such instruction and supervision be the responsibility of the teacher and of his employer, and further, that this instruction and supervision be scheduled and based on the needs of the school and the individual.

Education in the United States tends to be adaptive and reflects the values of our society. Often the needs of institutions other than educational influence decisions made by leaders in education. It is suggested therefore that the educational programs for these others be analyzed by school leaders to identify those values deemed essential for the preservation and reconstruction of a democratic philosophy. Educators could also well afford to examine the plans used in these institutions for insights regarding the upgrading of leadership. The military institutions, for example, are often characterized for the complexity of personnel that are teaching or being taught. The core or cadre of the armed forces are prepared in present and future methods of conducting successful defensive and offensive operations. Military leaders charged with responsibility for providing the security of the United States and support of its national and international policies must, therefore, leave their field responsibilities or administrative tasks periodically, to participate in an educational environment that will extend their proficiencies. Military leaders acknowledge that it was their educational system for military services that enabled the United States to produce the vast and effective army that defeated our enemies in World War II. It is recognized that military leaders need to attend periodic scheduled courses to keep up to date. In addition, the United States Army maintains that no officer is indispensable. It is a matter of policy, that calls for commanding officers to release subordinate personnel from assignments to attend service schools to further their careers.

These highly structured educational policies for personnel in military services provide for in-service education as an intregal part of the career span of an individual. Time devoted to classroom studies is equated with duty at key defense installations. All persons in military service do not participate continuously in the program. While all officers are required to complete officer qualification and branch qualification training within the first ten years of service, attendance at subsequent schools is limited to those who are considered outstanding and who possess the potential for future leadership at higher echelons of command. In the military program, admission to the next higher level of education is offered to those deemed qualified to best profit from this education. Selection of persons to participate in an educational program appears desirable and necessary, and admission is open to all who qualify.

Those in education are vitally concerned for the needs of industry, especially as they relate to an industrialized society. Rapid technical advances have required industry to perfect its own

[1] *Definitions of Terms in Vocational and Practical Arts Education*, Prepared by the Committee on Research and Publications, American Vocational Association, Washington, D. C., 1954, p. 16.

formal educational programs. A brochure published by Chrysler Corporation states, "Among the unheralded but important work going on behind the scenes are six educational activities."[2] Even with the profit concept, essential in free enterprise, large and small corporations schedule periodic courses that often are mandatory for key persons. They are largely financed by the industry.

The Chrysler Institute of Engineering is described in these terms:

> It probably would be impossible to reproduce in any university school of engineering the course these young candidates take—combining as it does advanced academic studies with practical down to earth, on-the-job training . . . Classes and work assignments total forty hours a week. Students receive a salary and enjoy the benefits of Chrysler salaried employees including insurance and vacations.[3]

The educational program in corporations for supervisory persons provides for never ending instruction periods. In supervisor training, prospective supervisors attend an orientation course before beginning their management responsibilities. After receiving a regular assignment, each supervisor is eligible for further training, based upon need, and usually attends weekly instruction in the form of training conferences.[4]

These illustrations suggest the need for those in education to develop a more realistic approach for up-grading teachers on the job. Present methods for promoting in-service education for teachers varies greatly, and most have the common denominator of requiring the teacher to expand his proficiencies, on his own initiative, and to engage in fields of study, that often have very little positive correlation with his needs and those of the school. Characteristically, in-service teacher education has been dealt with by correlating hours of credit earned with salary increments. To promote incentive for more formal education, schoolboards offer increments for advanced degrees and specified hours earned beyond the bachelor's or master's degree. Frequently the raising of certification requirements by state education authorities is considered the solution. Then, as individual teachers attempt to qualify themselves to meet these new standards for permanent certificates or the next step on the salary schedule, it may well mean nothing more than earning several hours of additional college credit that are not directed toward any goal.

The situation, of course, is not hopeless. Many teachers are up-grading themselves. In respect to the stated definition of in-service teacher training and its interpretation by the writer, it appears that many teachers may be in an in-service status, but this may *not* be true of the program. If the teacher is able to appraise his needs and the needs of the school and can identify teaching weaknesses, there may be ways by which these weaknesses can be overcome. Many institutions for teacher education attempt to provide summer sessions keyed to the demands of teachers. The effectiveness of summer school must be qualified since the in-service teacher who needs the most help is often the one who cannot or does not attend. Industry has also made many attempts to help teachers understand how to equip their students for responsibility in an industrialized society. Cooperation between schools and industry has provided some very effective programs designed to inform teachers and guidance counselors about opportunities in industry for youth. Industry has also invited teachers to attend educational programs that provide teachers with new teaching skills or advanced knowledge in their particular teaching activity.

Numerous federal grants have been provided to colleges and universities for scholarships that attract in-service teachers. These fine programs are somewhat restricted because of scheduling and selection which eliminates many who need such experience. The present major in-service program consists of evening classes made available to teachers by colleges and universities It is necessary, then, for most teachers to acquire additional education proficiency after their teaching day. The

Please turn to Page 40

[2] *Educational Activities of Chrysler Corporation*, Prepared by Educational Services, Department of Public Relations, Chrysler Corporation, Detroit, Michigan.

[3] Chrysler Corporation, *The Story of an American Company*, Department of Public Relations, Chrysler Corporation, Detroit, Michigan, 1955, pp. 68-69.

[4] Ibid., p. 71.

Royce Saari, an instructor at the Vickers Hydraulic School, is shown demonstrating hydraulic equipment to a class that includes William Gayde, (second from right) a teacher of industrial arts at the Fitzgerald High School, Warren, Mich. The Vickers Incorporated Training School, Detroit, gives customer service and maintenance men a thorough practical training in the application and service of hydraulic equipment. Tuition is free. Programs in industrial machinery, mobile equipment, and airborne products last one or two weeks.

Business Education Needs AVA Leadership

Paul S. Lomax
Professor Emeritus
New York University

BUSINESS education needs the professional leadership of the American Vocational Association in many ways. The writer desires to consider two of them in this article: (1) leadership to recognize and maintain the identity of the total field of business education of which distributive education and office education are two major parts at the secondary and junior college levels; and (2) leadership to stress with state and local school officials the importance of dealing with problems of organizing and administrating business education as *one integrated program.*

Total Field of Business Education: What is it?

The total field of business education encompasses (1) education in business-economic knowledge and consumer-business competency as a phase of general education, and (2) education for business occupations as a major branch of vocational education. Of these two essential objectives, which supplement one another, the writer regards the second as the distinctive one in the secondary school and junior college.

Vocational busines education has to do with *all* business occupations of which *distributive occupations* are one large group and *office occupations* are another one. Consequently, distributive education and office education are thought of as two major parts of business education.

The AVA during most of its distinguished professional leadership of both federally aided and non-federally aided vocational education in this country has recognized business education as one of the chief branches of vocational education. This recognition of the unity of business education is found in the Smith-Hughes Act of 1917 in its provision for "commercial education" and the supplementary George-Barden Act of 1946 in its provision for "vocational education for distributive occupations."

Business education needs the leadership of the AVA policy makers to help correct the confusing and incorrect use of the term *business education.* It is a serious cause of misunderstanding among most business leaders, most school administrators, and most business educators.

In this matter of terminology, AVA leadership also should give its influential aid to correct a widespread use of the term *vocational education* by most school officials as one which does not include vocational education for business occupations. This puzzling situation has led Conant to make the following observation about this difficult terminology: "To the outsider it seems a mystery why instruction in auto mechanics in a high school is labeled 'vocational' while instruction in stenography or the use of clerical machines is not." [1]

Organization and Terminology at State and Local Levels

What is the situation of business education at state and local levels as to organization and terminology?

At the state level there are 13 states which have set up in their state departments of education an organization of busines education for both office occupations and distributive occupations, eight states for office occupations only, 24 states for distributive occupations only, and five states for neither one. Of the 13 states which have an organizational unit for both office and distributive education, six of them call the organizational unit "business education" and seven use the redundant title "business and distributive education." [2]

At the local level, there are 48 places which have an organizational unit of busines education for both office occupations and distributive occupations, 18 places for office occupations only, and 24 places for distributive occupations only. Of the 48 places which have a department for both office and distributive education, 40 or 83.3 percent use the title "business education." [3]

To summarize, about one out of two of the state departments of education, which have an organizational unit for *both* office education and distributive education, uses the title of "business education," and five out of six of the local schools or school systems use that term. In the case of local schools systems, it is significant that a majority of the school officials have found it desirable to use the general term "business education" in dealing with the local business community in the matter of providing vocational education for business occupations, including the area of distributive occupations. This kind of policy might well be expected since a retail establishment, for example, involves both the office and distributive kinds of business education. It is also important to observe that about half of the state departments of education which have an administrative unit for both office and distributive education use the general title "business education." This likewise appears to be a sound practice of state departments of education in view of the prevailing situation in the local school systems.

From this experience it seems a wise and logical conclusion that the AVA in its professional leadership of vocational education for business occupations in state, county, and local systems of education should encourage

[1] James B. Conant, "Vocational Education and the National Need," *American Vocational Journal,* Vol. 35, No. 1 (January 1960), p. 16.

[2] "Directory of State, City, and County Supervisors of Business Education," *The National Business Education Quarterly,* Vol. 29, No. 4 (Summer, 1960), pp. 47-62. The phrase, "business education exclusive of vocational education for the distributive occupations," as used in this directory, is interpreted by the writer as office education as far as the vocational phase of business education is concerned. Of course, there is probably a non-vocational phase involved.

[3] *Ibid.*

JOURNAL ARTICLE REPRINTS

Except in rare instances, we do not make provision for reprints of Journal articles *before* the magazine is published. Further, we *do not* automatically reprint every article that is published in the Journal. Reprints are produced *upon request*. We have recently reorganized our reprinting procedures and can now assure delivery in two weeks from the time an order is received. To expedite reprint processing, we would like to receive orders *within four weeks* following publication. When it is possible, we prefer to reprint no less than 100 copies of any one article. There is no maximum number which may be ordered. Prices are uniform but vary according to quantity desired and number of pages. Reprints are available in the following page units only: 1, 2, 4, 6, 8, 10, 12, 16, and increments of 4 pages thereafter. Black ink and white paper only, unless specially ordered. Reprints will carry a credit line: Reprinted from the American Vocational Journal, month, year.

Future From Page 9

most overpowering fact of all—the necessity for survival.

The task is one of close cooperation between the educational institution and the fields of occupational employment. Business and industry will not be relinquishing their responsibility for pre-employment educaton or for on-the-job training. It will be necessary for them to communicate to the classroom and the laboratory specialized occupational knowledge. On the other hand, the educational institution can provide instruction in an academic environment which cannot be duplicated elsewhere. As one industrialist is reputed to say to an instructor of chemical technology in a junior college, "The business of your institution is education. You can provide a necessary educational experience for the student which we cannot duplicate, and, even if we tried, it would cost much more."

Business Education From Page 36

the use of the general title "business education" and to define distributive education and office education as major parts of business education. It would also appear desirable to discourage the use of the redundant and confusing title "business and distributive education." The general title of "business education" in relation to all areas of business occupations should be used as the composite or over-all term in the same sense that agricultural trade and industrial, and home economics education are terms which are used to describe inclusive branches of vocational education.

Business education needs AVA leadership to bring strongly to the attention of state, county, and local school officials the desirability of organizing and administering business education as a total, unified program in the preparation of people for and in business employment. It is believed that the effect of this practice would be to strengthen the development of the distributive, office, and other phases of vocational education for business occupations. Leadership would emphasize the need to take a comprehensive view of the educational problems and programs involved and of their interrelations and needless duplications. It would stress the importance of keeping in mind both federally and non-federally aided possibilities in the planning and administration of a broad-gauged and well-integrated program of business education.

In this AVA leadership, the use of correct terminology should be of first importance. Consequently, there is need to make a restudy of technical terms which are involved in programs of vocational education for business occupations. It is gratifying that the U. S. Office of Education Division of Vocational Education has adopted the terms of office education and distributive education. It is hoped that this commendable development may lead ultimately to an administrative arrangement for a well-rounded and unified program of business education.

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Guidance

From Page 26

and in the pre-enrollment of students. If there is to be a school policy on enrollment in vocational agriculture, the teacher should have a part in formulating recommendations. There is often a tendency of enrollment officers to regard enrollment in vocational courses as incompatible with preparation for college. But most teachers of agriculture, if given the opportunity, could help students to work out plans whereby they could take all the vocational agriculture they wanted and prepare for college as well.

This brings us to a consideration of other ways in which the vocational agriculture teacher can assist the school counselor—or if there is no school counselor, assist in the guidance of farm youth. First, we should include an obligation to share with guidance personnel the information about his students that he has gained in class work, in farm visits, and in conferences with students and their parents. He is in a particularly advantageous position to make and provide anecdotal records of students. Teachers generally don't do this, but guidance workers wish they would.

Because of his acquaintance with sources, the teacher can help to build the library collection of occupational information pertaining to agriculture. Many teachers have helped to determine the validity of this information and in other ways to evaluate the publications to be included. The teacher also could make recommendations regarding visual aids that portray agricultural occupations. The teacher should be requested to help in conducting career conferences when they are held.

If the guidance services of the school include help in student placement and follow-up, the vocational agriculture teacher could also assist. Aid in placement and establishment in farming has traditionally been one of the teacher's responsibilities, since there usually is little that a school guidance program or a placement agency does in this line. But the teacher also could supply information about students for prospective employers in agricultural business and industry. They might also assist coordinators in selection and placement of students in cooperative occupational training programs in agricultural business or industry.

Many instructional activities of teachers are not thought of by the teacher as being in the category of guidance. But some are very important in guidance. A growing practice is to integrate occupational information in agriculture in classwork. Teachers acquaint prospective students and their parents with the total school program and orient students to the school program. They help develop effective study habits in their students. They confer with youth on their occupational interests and aspirations.[2]

The vocational agriculture teacher acts in many capacities. A school guidance program should be so organized that the teacher can make a maximum contribution to the overall program. Most vocational agriculture teachers would welcome the opportunity to become a member of the guidance team. They would welcome instruction and information that would help them carry out guidance activities more effectively.

The years ahead should see vocational agriculture teachers making increasingly significant contributions to farm youth.

In the school year 1959-60, about one-third of all public school systems—14,842 of them—each provided education for less than 50 pupils, and another 7,017 systems did not operate schools but sent any local pupils to schools run by other systems. Only one public school system out of three, in the nation as a whole, enrolled 300 or more pupils.

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Eighty young bricklayer apprentices will compete for the title of 1961 Champion Bricklayer Apprentice in the 13th Annual Bricklayer Apprentice Competition at Cobo Hall in Detroit on April 7-12. The competition is held annually to call attention to its program of training skilled journeymen bricklayers and to promote a pride of craftsmanhsip among apprentices.

[2] For an extended list of the guidance activities of the teacher of vocational agriculture, see: Harold M. Byram, *Guidance in Agricultural Education*, Danville, Illinois, The Interstate Printers and Publishers, 1959, pp. 25-28.

John A. Lapp, 80, prominent Michigan educator died December 30 at his home in Macatawa, Michigan. Dr. Lapp joined the faculty of Indiana University in 1911 and was named to the National Commission on Vocational Education in 1914 by President Woodrow Wilson. From 1926 to 1932 he served on the faculty of Marquette University. Dr. Lapp was very active in labor and vocational education affairs. He had been in semi-retirement for about ten years. Dr. Lapp received an AVA citation at the 1959 Convention for his contributions to the field of vocational education.

●

The Distributive Education Club of Central High School, Little Rock, Ark., has scored a national "first" in its program of wakening young people to the advantages of careers in retailing. The club recently received a plaque—the first ever awarded for "the most effective program conducted by a distributive education group"—from the National Retail Merchants Association.

●

V. & E. Manufacturing Company, manufacturers of drafting equipment, has just released a bulletin on Architects and Engineers Scales, the latest in a series of entirely new catalogs and bulletins. Construction features, classifications of scales, and size ranges are described in Catalog No. 60-AE, which may be had by writing the company at 766 South Fair Oaks Avenue, Pasadena, Calif.

●

An eight-page catalog describing 13 Deltacraft handbooks for the home craftsman is being offered by Rockwell Manufacturing Company's Delta Power Tool Division. Each handbook has been written by an expert and contains 120 pages of complete instructions in the use of power tools. Each handbook has 250 easy-to-follow illustrations. They cover these subjects: how to get the most out of your circular saw and joiner, abrasive tools, drill press, lathe shaper, band and scroll saw and the radial saw. Other handbooks are on such popular subjects as, "Practical Finishing Methods," "One Evening Projects" and "Things to Make on the Tools you Own." The catalog may be obtained from Rockwell Manufacturing Company, Delta Power Tool Division, 484 North Lexington Avenue, Pittsburgh, Pa.

new books

Livestock and Poultry Production, by Bundy and Diggins, 2nd Edition, Prentice-Hall, 1961, 694 pp. $5.00. In some ways this book may out-Morrison Frank B. (*Feeds and Feeding*) Morrison, venerable dean of livestock and poultry nutrition. This text, guide, and reference, however, is aimed at vocational agriculture students—and is written by one vo-ag instructor (Diggins) and one ag education professor. Even in the rapidly changing world of farming, this book will be a standby. It brings to students and instructors alike the most up-to-date information available from hundreds of sources. Although covering a complex subject, this second edition of an authoritative book presents material clearly and simply. An excellent index is included.

Progressive Filing, by Kahn, Yerian, and Stewart, 7th Edition, Gregg Publishing Div., McGraw-Hill, 1961, 182 pp., $3.16. The Sixth Edition of this book has been accepted as a classroom testbook and an authoritative reference for filing specialists. This latest edition updates its predecessors by emphasizing new nomenclature, visible filing, the effects of automation, records management, and other areas of new filing procedures and problems. Many sections and supporting materials of the 12-chapter book have been completely renovated.

Electricity and Electronics—Basic, by Steinberg and Ford, Second Edition, American Technical Society, Chicago, 1961, 262 pp., $4.50. Say the publishers, "This is perhaps our most popular text. It has been adopted by many hundreds of schools since it was first issued" This second edition has been designed to keep pace with the latest electronic developments and to make the instructional method more effective. It features electron flow theory of electricity, new materials on transistor fundamentals and on silicon rectifiers, and the addition of new projects in various areas of electricity and electronics.

General Shop Projects, by Manley Zanco, McKnight & McKnight, 1960, 112 pp., $3.00. Designed for beginning industrial arts students, this illustrated book covers in three sections the making of projects in wood, metal, and wood and metal. Each section contains 15 projects. *General Shop Projects* stimulates creative thinking by students.

Cutting Tools, Jigs and Fixtures, by H. C. Town, The Macmillan Company, 1961, 247 pp., $6.00. Over 200 illustrations clarify this book devoted to cutting tool practice, waste saving, and tool design. It is divided in two parts: the first deals with the basic features of tool design, and the second with economics and design factors of jigs and fixtures. It covers heat treatment, tool grinding, cutting speeds, feed rates, and introduces ceramic and diamond tools.

Introductory Bookkeeping, by Olson, Zelliot, Leidner, 3rd Edition, Prentice-Hall, 1961, 592 pp., $3.84. There is a reason for giving this textbook forty-three chapters: by making each chapter short, only one aspect of bookkeeping is covered. Each new presentation is based on a foundation of previous learning. So the student proceeds logically, step-by-step, without confusion. One attractive feature of this book is the presentation of how accounts are used: illustration of end-use is given *before* details of journalizing are taken up, thus arousing the students' interest.

Using Commercial Fertilizers, by Malcolm McVickar, 2nd Edition, Interstate Printers and Publishers, Danville, Ill., 1961, 286 pp., $3.75. Dr. McVickar is one of the country's top agronomists, and in this second edition—printed nine years and countless changes after the first—he tells farmers what they need to know *today* in language they can understand. Completely up to date is this guide: it includes material on diammonium phosphates, urea formaldehyde combinations, and liquid mixed fertilizers—all unheard of nine years ago. McVickar also covers fertilizer-pesticide mixtures, fertility-moisture relationships, fertilizer economics, and the latest application equipment.

How to Instruct Successfully, by Thomas F. Staton, McGraw-Hill, 1960, 292 pp., $4.50. Dr. Staton's book is designed to aid potential teachers and those desiring to improve their teaching techniques in the area of adult education and training. This practical guidebook presents a step-by-step analysis of fundamental techniques and concepts necessary for effective teaching. Theory is treated solely as background material for the concrete suggestions and analysis to be used in day-to-day teaching situations.

Practical Business Psychology, by Laird and Laird, 3rd Edition, Gregg Publishing Division, McGraw-Hill, 1961, 442 pp., $5.75. Written in easily understood language for business students, this book is packed with ideas and suggestions for office workers and beginning supervisors. It explains how to work more effectively, how to get along with each other, how to become more effective leaders socially and in business. Contains 135 visual aids and "chartoons."

Check these recent additions to Wiley's library of technical books . . .

ESSENTIALS OF MATHEMATICS

By Russell V. Person, *Capitol Radio Engineering Institute.* Anyone planning to study radio, television, electronics, or any other technical subject must have a good background in mathematics. This book represents the most logical and efficient system for acquiring just such a background. Not just another mathematics textbook, it has been carefully prepared by a teacher at a technical institute and is specifically designed to prepare the reader for further technical investigation. Although the book assumes very little previous training in the subject, it makes no attempt to gloss over the more intricate aspects of mathematics. However, it clearly demonstrates that mathematics is much less difficult than most untrained people realize. Thus, by the application of logic and common sense, the reader acquires a genuine understanding of the way mathematics really works. 1961. Approx. 560 pages. Prob. $7.00.

CONSTRUCTION AND MAINTENANCE FOR FARM AND HOME

By Edward W. Foss, *Cornell University.* Based on the author's research and on his practical experience in teaching shop skills to students, teachers, and adults alike, this book tells and shows how to use all types of hand and power tools to perform the usual repair and construction work of farm and home. It also presents related information concerning materials such as wood and metal, enabling the reader to select wisely the kinds of materials or supplies required for different jobs. In addition, the difference in use and construction of the many power tools is described to help the reader choose the right tool for general or specific purposes. 1960. 373 pages. $6.95.

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In-Service

From Page 35

ramifications *of a full teaching load plus evening classes* is well known to the teaching profession.

This short appraisal of present in-service teacher education programs amplifies the need for a more effective approach, and it has been noted that the types of in-service educational programs developed by our military services and some major industries appear to function quite adequately. These programs provide for an analysis of the needs of the institution as well as and also the needs of the teacher. Some courses are mandatory, and some are reserved for those who are being trained for top leadership. It seems that characteristics of such in-service instruction could be applied well in education.

It does not seem likely, however, that local school districts with present local support could possibly undertake the additional costs that such an effective in-service teacher program would incur. Although it could be expected that professionally minded teachers would devote their time to this kind of up-grading program, the cost of tuition, travel expenses, salaries for workshops and so forth would add to the expense of operating a school system. Two avenues of approach are suggested to provide this financial support. First, the need for qualified teachers, operating expenses, and adequate physical school facilities must be continually justified to taxpayers within school districts. It seems reasonable, therefore, to include the justification for providing financial support for in-service teacher education. Local school administrators should be in a position to appraise needs and plan programs that would up-grade teachers and reduce the freqeunt voids caused by teachers leaving to secure "better" positions. Reduced, also, would be the yearly search for applicants to fit specific school needs and the pressuring of contract teachers to qualify themselves for needed assignments at their own expense and time.

A second method for financing effective in-service programs would be from funds outside those of the local school district. State and especially federal funds are becoming more readily available for school use. The exploration of federal aid to education has been at times overly cautious. Some educators and educational groups appear more concerned about the influences of federal interest in education than the overwhelming possibilities for the uses of this money.

Implementation of an in-service instruction program by school systems would, of course, present a multitude of problems. Local districts could schedule educational programs during the school day, on Saturdays, or during the summer. Work shops could be sponsored by the district during school time. Local districts could arrange for colleges or universities to present instruction specifically tailored to the needs of their teachers.

These and other devices for upgrading teaching proficiencies would require investigation and evaluation. The challenge to strive for a more effective teacher education program should be the concern of all engaged in the important and rewarding profession of education.

Is there a greater natural resource than the youth of the United States, and should not these children be taught and guided by the most capable teachers available?

New Products

The new Columbian Gyro-Vise can be used upright in the conventional manner, laid flat on either side or placed at any angle. The vise operates from a base on which it can be rotated and locked in position, the manufacturer claims. When not in use, it can be removed from the base and stored in a drawer or tool chest. The Gyro-Vise has a jaw width of 3½ inches, said to be the most efficient size for both home and school workshops and industrial plants. Jaw depth is 2½ inches, and maximum jaw opening is 5 inches.

●

DeWalt, Inc., has added a 2-Way panel saw to its general product line. Models of the new saw include a standard size which handles 48-inch wide panels, and a larger unit with a capacity to accept the new big panel sizes up to 62 inches wide. Any panel length can be accommodated on either model. Both units are equipped with Black and Decker heavy duty saws. A switch-lock on the motor permits continuous running for ripping operations. A special feature of the saw is a turntable which enables the operator to quickly change from cross-cut to rip.

These are the people who guide the JOURNAL—the Editorial Board. The Board met in Washington February 2 and 3 to chart the JOURNAL's course for the 1961-62 issue year. Seated, from left to right, are Dorothy S. Lawson, Home Economics; M. D. Mobley, Editor-in-Chief; and Margaret E. Andrews, Business. Standing, from left, are Russell K. Britton, T & I; Edwin L. Nelson, Distributive; G. Harold Silvius, Industrial Arts; G. L. O'Kelley, Jr., alternate for George P. Deyoe, Agriculture; and Peter C. Crolius, Managing Editor.

Duane M. Nielsen, Specialist in Teacher Training and Research, Agricultural Education Branch, presented an illustrated analysis of "The Need for Vocational Education in Agriculture" to the representatives of Donors to the Future Farmers of America Foundation at their Annual Meeting in Washington January 25. The presentation included an analysis of the current status of agriculture in the economy of the United States, a review of manpower needs for agriculture, and implications for agriculture, and implications for agricultural education in the future. It is expected that a similar presentation will be made by Dr. Nielsen at each of the four regional conferences for workers in agricultural education.

The Distributive Education Branch has issued a tentative program for the National Conference on Institutional Teacher Education to be held in Chicago June 5-9. This program includes the following topics: (1) Objectives and Philosophy for Institutional Teacher Education in Distributive Education, (2) Developing Teachers and Leadership, (3) The Curriculum in Teacher Education, (4) Advanced Professional Programs, and (5) Administration of the Teacher Education Program. The conference is being planned by Mary Marks, Program Specialist, with the assistance of other members of the Staff.

from the U.S. office

☆

Earl M. Bowler, Assistant Director, Trade and Industrial Education Branch, met on February 16 and 17 with members of the Planning Committee for the 1961 National Job Training and Safety Instructors' Conference to be held later in the year. The meeting was held in Dallas, Tex., during the Annual Conference of the National Rural Electric Cooperative Association.

Frank J. Coyle, Program Specialist, Area Vocational Education Branch, served as a consultant at a conference on technical education held in St. Louis, Missouri, on January 10 and 11. State personnel and local vocational education leaders discussed methods of organizing area vocational schools.

Berenice Mallory, Assistant Director, Home Economics Education Branch participated in a meeting of the Southeastern Region College Teachers of Foods and Nutrition held in Atlanta, February 23-25. The theme for the meeting was "Looking Forward Critically."

W. P. Gray, executive secretary of the Future Farmers of America, accompanied national FFA officers during February on a "Goodwill Tour" visiting officials of business and industrial concerns and organizations. This year's tour included visits in Richmond, Wilmington, Philadelphia, Boston, New York, Akron, Cleveland, Detroit, Dayton, Chicago, Racine, Milwaukee, Minneapolis, Peoria, and Quincy. Most of the firms and organizations visited are donors to the FFA Foundation.

During a field trip to Iowa in February, Johnie Christian, Program Specialist, Home Economics Education Branch, participated in a conference called by the Home Economics Teacher Education Department of Iowa State University. The 30 conferees included the State Director of Vocational Education, State Supervisors of Home Economics, home economics educators from Iowa State University, and the supervising teachers, principals, and superintendents from the student teaching centers where Iowa State University home economics students do their practice teaching. The purposes of the conference were to examine some of the family life problems disclosed in the report of the White House Conference on Children and Youth, and in studies made in Iowa; and to explore possible ways of providing some family life education for all boys and girls in the schools that serve as student teaching centers.

(WASHINGTON POST, Sunday, February 19, 1961)

Despite Slump, Jobs Go Begging

Engineers, Teachers, Secretaries in Demand

United Press International

IN a paradox on the nation's economic recession, thousands of specialized jobs are going begging while nearly 5.5 million American workers are unemployed.

A government report shows that a total of 17,954 jobs in various fields could not be filled locally last month by the United States employment Service.

Employers reported shortages of engineers, social workers, teachers, nurses, draftsmen, technicians, machinists and instructors for deaf children.

DATA from employment service offices stretching from New York to Los Angeles also indicated a continuing demand for "well-trained, competent secretaries, stenographers and typists."

Even Detroit, with nearly 12 per cent of its labor force out of work, reported job openings for specialists who operate electronic computers and machine bookkeeping systems.

Factory production workers, however, have found the "no help wanted" sign at nearly all of the 1800 employment service offices, Labor Department officials said.

The Department circulated to the 50 states a list of job openings which could not be filled in the area where the job was located.

THE list showed job openings in December for 9916 persons in professional and managerial operations, 3045 skilled tradesmen, and 1713 sales and clerical workers.

The Los Angeles-Long Beach area reported a shortage of cost accountants, for example. Teachers of the deaf were in demand in Toledo, Ohio, and Tacoma, Wash. Librarians were sought in Worcester Mass., Dayton, Ohio and Fresno, Calif.

In the skilled trades field. sheet metal workers were needed in New York, Philadelphia and Portland, Me. There was a demand for welders in Kansas City and Baltimore, while New York and Baltimore had shortages of cabinet makers and furniture finishers.

THE Labor Department said engineers, as usual, were most in demand, with 3730 job openings at the year's end. More than 1000 stenographer and typist jobs were offered.

Other occupations on the shortage list were chemists, physicists, mathematicians, toolmakers, machine shop workers, auto mechanics and television repairmen.

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FREE BROCHURE: Pictures and describes the new Delta 7" Grinder available in bench and pedestal-type models. Write: Rockwell Manufacturing Company, Delta Power Tool Division, 414C N. Lexington Avenue, Pittsburgh 8, Pa.

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